

# Creating your strategy to tackle Lad Culture

**Sharing learning and practice from the Lad Culture strategy pilot unions**

**TACKLING LAD CULTURE**

**nus**  
national union of **students**



# TACKLING LAD CULTURE

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# Introduction

*"We think it's important to see lad culture as not simply sexism and misogyny towards women but as a wider problem of oppression, entitlement and privilege; of oppressive behaviour towards and power over marginalised groups."*

**Lucy Delaney, Oxford University Students' Union**

# Introduction

Over the course of the year NUS and the 9 lad culture strategy pilot unions have come together to discuss how it manifests on the different campuses and the work that can be done to challenge this. As part of the scheme each institution and union was asked to develop their own strategies, tailored to address the issues they have found locally.

## What is Lad Culture?

NUS's '*That's what she said*' research participants defined 'lad culture' as a group or 'pack' mentality residing in activities such as sport and heavy alcohol consumption, and 'banter' which was often sexist, racist, misogynist and homophobic. It was also thought to be a sexualised culture which involved the objectification of women and rape-supportive attitudes, and occasionally spilled over into sexual harassment and violence.

*"We think it's important to see lad culture as not simply sexism and misogyny towards women but as part of a wider problem of oppression, entitlement and privilege; of oppressive behaviour towards and power over marginalised groups – tackling lad culture also involves tackling queerphobia, transphobia, transmisogyny, racism, misogynoir and ableism."* - Lucy Delaney, Vice President Women, Oxford University Students' Union

In order to tackle lad culture properly it is important that institution staff, union staff, officers and students, particularly those from liberation groups, work together to create a long term cross-institutional strategic campaign. This guide aims to provide students' unions with the information and case studies to develop strong and effective local strategies.

## Lad Culture Strategy Pilot Unions

Cardiff University Students' Union  
King's College London Students' Union  
Leeds University Union  
London School of Economics Students' Union  
Oxford University Students' Union  
Queen Mary Students' Union  
University of Sussex Students' Union  
University of Bradford Union  
Warwick Students' Union



**Susuana Amoah**  
National Women's Officer

# Starting off

# Starting off

Starting to address lad culture may seem like quite a daunting task, some aspects may not seem tangible and others may come with resistance from peers - in particular the term itself! Students' unions that have started to grapple with these issues have found even the smallest actions have begun to have some positive impact.

Whilst it's tempting to rush to seize opportunities, this is not always the best way to effect change and have an impact. To tackle lad culture, you will need a long term strategy so that activities don't lose focus and to be effective in your use of resources.

Creating a strategy may feel like there is a lot of talk but not much action, but to ensure the longevity of the campaign and a real change in culture - a well thought through strategy will make a big difference.

## How is lad culture formed?

A 'culture' describes the values, behaviours and attitudes of a group or community. These are created by the people that form the community and are supported and influenced by the structures and institutions that operate within these communities.

'Lad culture' promotes and practices self-enhancement values such as power, status, elitism and exclusion that are based on external validation and predict lower levels of wellbeing.<sup>1</sup> These values (like all values) influence people's attitudes and behaviours. This causes the community to act in a way that is in line with and reinforces these values.

Though someone might not personally identify as a stereotypical 'lad', there are many ways that people can, knowingly or unknowingly, be complicit in creating and sustaining lad culture without actively engaging in it themselves. For example by:

- **Ignoring lad culture** - Dismissing lad culture, a legitimate issue that exists on your campus, feeds into the manipulation of people who have experienced the negative effects of lad culture to doubt their own memory, perception and sanity. It also benefits those actively participating in it by normalising the behaviours.
- **Not challenging lad culture** - Being aware of the behaviour but not actively making any effort to challenge it gives the impression that this behaviour is acceptable.
- **Socially facilitating it** - Integrating exclusionary activities as part of the student experience feeds into peer pressure and the normalisation of that behaviour.
- **Structurally facilitating it** - Not having accessible and relevant policy and procedures to support victims or hold perpetrators into account, structurally sustains the presence of this behaviour on campus.

Lad culture is a part of a wider ingrained societal issue of oppression which infests the vast majority of mainstream culture and everyday occurrences. Working to tackle lad culture gives individuals an opportunity to reframe and shape values, attitudes and behaviours that will ground their actions and decisions in every future situation, community or institution they are a part of. In summary, this work can have a long term impact in the wider fight for liberation and it is absolutely something that students' unions and institutions should be working on.

<sup>1</sup> <https://mitpress.mit.edu/books/high-price-materialism>

## Identifying the issues in your community

To successfully analyse the situation you need a good understanding of your institution, and of the current lad culture you're trying to effect. You need to find an appropriate way to include and build relationships with the people that demonstrate behaviours associated with lad culture in a way that doesn't exclude them from being part of the solution. The culture of an institution is something which everyone is involved in creating and maintaining and therefore it's important for everyone to be involved in the solutions. Once you understand the context you are working in, you can recognize and agree to the change you want to see, and then pinpoint the necessary steps required to make that change happen.

### Case study: Leeds University Union

As is due process at LUU, concerns are voiced through the Better Leeds/Union/University forums and, when made policy, provisions are then allocated to tackle them. We also review anonymised casework from the advice centre and sexual assault was repeatedly coming up in case trends meetings. Within our large piece of student research 'Express Yourself' we found that 68% of Leeds students had experienced verbal or nonverbal harassment, with one in seven students experiencing a physical or sexual assault on campus.

#### Intersectional analysis

Intersectionality is the theory of how different forms of oppression intersect and impact on people's lives. For example, in women's liberation, when sexism and gender are discussed without looking at other types of identities and oppressions, the dialogue often revolves around the experiences of the more privileged women in society. This can mean that the issues and experiences of the more socially marginalised women are overshadowed, dismissed or erased.

It's really important that you involve people from a diversity of backgrounds as well as people at various intersections of liberation groups. This will mean that your analysis is not centred on the experiences of dominant groups. For example, you may find when talking to white gay men the issues they bring up around lad culture may include feeling like sports teams are not inclusive due to homophobic attitudes and comments. You may then speak to a black Muslim trans woman who may agree with that but also does not feel like the LGBT+ society is inclusive due to its heavy alcohol based activities and racist microaggressions. Having analysed the issues from all perspectives, your strategy will take into account the issues that arise for all intersections.

### Case study: King's College London Students' Union

At KCL Students' Union we initially held an open meeting on lad culture that attracted over 30 student activists most of whom were involved in the intersectional feminist society. There was a great diversity of people all wanting to come together and discuss the issue. The meeting started with everyone having an opportunity to talk about who they were and how they have been or seen others being impacted by lad culture. This meant that everyone was able to connect with each other, recognising a shared goal. Through lots of discussion the group decided to split into three groups that would further analyse the issues;

- To uncover the college's current policies (or the lack of them) on sexual assault and harassment and to reveal what institutional procedures are currently in place.
- To identify areas within the college community that needed more education around consent.
- To set up a social media action that would collect anonymised stories about students' experiences of lad culture on campus and the College's response to them.



## What methods can you use to identify issues related to lad culture on campus?

**Personal contact:** Talk to your students. Use your regular conversations with students to identify potential issues by asking questions like, 'Are there spaces in the educational community that you feel excluded from and if so, what is the one thing you would do to change it?' Then see if others identify the same issues or agree with them. You are unlikely to be able to speak to everybody yourself, so use other students, activists or course reps to speak to people and get back to you.

**Surveys:** You might like to produce a short survey to find out the depth and breadth of feeling about an issue. This can be useful in measuring culture change but bear in mind that this does take a lot of resource to promote and to analyse so you may want to think about embedding this into surveys you already do. Make sure when analysing you are able to break the data down to see the responses from people from liberation groups and people at a variety of intersections to get a specific picture about how people may be impacted differently.

**Mapping:** Mapping participation across your Union and institution can provide valuable clues about issues that affect certain groups of students. If your map shows that certain groups of students are not engaging then maybe they feel excluded. If LGBT+ students are underrepresented in leadership positions then maybe you need to speak to some of them to find out why.

**Meetings:** Small meetings are particularly good for identifying and discussing issues. Getting a group of students together to talk about the things that matter to them is a good way of finding out what their issues are. Keep the conversations flowing by asking questions like: What would you change if you could? Does everyone agree with what that person said? Is that the most important issue, or are other things more important to you? Always remember to highlight the injustice or unfairness of issues and make people feel comfortable about getting angry. The more you do this the more people will tell you. Larger meetings can be used in the same way. Build in 15 minutes at the beginning of a general meeting for people to air their general concerns, or for open discussion on a specific issue to be dealt with later in the meeting. Having a guest speaker can also promote discussion if you allow sufficient time and create an atmosphere for students to contribute.

**Benchmarking:** NUS along with the 9 pilot unions have produced the Tackling Lad Culture Benchmarking Tool that can be used to measure what level you and your institution are at and identify areas for improvement.

# Developing a strategy

# Developing a strategy

Some of the 9 pilot unions have developed a campaign strategy solely for the union and others have been able to develop a joint strategy with their institution. The benefit to having a joint strategy is that you have the understanding and knowledge of both students and the institution, and also the influence that the stakeholders in both organisations have on different parts of the cultural environment. Some of the unions went further and created community wide strategies, recognising the impact and influence other organisations have on shaping experiences.

Embedding or changing a culture will take longer than the 1 or 2 terms that an officer is in post and requires a change in institutional and organisational processes and service as well as attitudes and behaviours. A strategy will allow you to put into motion the changes that are required over a long term basis.

Without a joint strategy you're more likely to end up with two organisations (and potentially a number of different stakeholders) working without reference to what the other is doing. As everyone works within the same educational community, any work that is executed without a collaborative approach is in danger of cancelling out each other's work, or duplicating activity and wasting resource.

## Stakeholder engagement

The cooperation of the core groups within and associated to an educational community is a key part of developing a strong local strategy to tackle lad culture. It's important to get all these groups together and discussing these issues in order to get a full understanding of what 'lad culture' is about, how different people are impacted, and what different people would view as a successful outcome.

### Case study: Leeds University Union

Firstly, having everyone from both the union and the university on the same page allows for a uniform policy to be implemented on both sides, creating a united front and a clear message that sexual violence and harassment will not be tolerated on campus. We already have a strong relationship with the Head of Student Support at the university and having this support has been instrumental in reaching out into halls of residences, getting messages into induction materials and updating university policy.

Secondly, building upon our existing relationship with external organisations has been instrumental to the success of the project. Our relationships with 30+ city centre bars, West Yorkshire Police, Support After Rape & Sexual Violence Leeds (SARSVL) and Victim Support has meant we can ensure appropriate care pathways are used both within our union venues and across many of the most popular student venues.

In addition, we also consulted with Business Against Crime in Leeds (BACIL), Street Angels, Forward Leeds, Pubwatch and the Leeds West Clinical Commissioning Group (CCG) to ensure our strategy is wide reaching and covers wide areas of Leeds.

### Potential Stakeholders to engage

Institution	Union	External	Students
Senior Management Senior Academics Personal Tutors Accommodation Staff Support Services Staff Security Staff Staff Trade Unions Graduate Teaching Assistants HR/E&D Units Advice and Counselling Services Academics with relevant research interests	Senior Management Democracy, Representation, Campaigns Staff Advice Service Staff Activities Staff Sports Staff Volunteering Staff Welfare Staff Venues Staff Security Staff	Local Council Local Police Local Bars and Clubs Local Rape Crisis Centres Accessibility Advisors	Club and Sports Teams Society Committees Liberation Groups (and intersections) Faith Groups Part time officers

You can do a stakeholder analysis to map out all the different groups that would have an interest in this issue, how you could involve them and what they could do to contribute to the campaign. An example of a stakeholder analysis is below.

## Case study: University of Bradford Union

Building relationships across the institution, but also across the city was important in forming a long term strategy strong enough to support the next phase. Common goals included an institutional responsibility towards a safer and more inclusive university environment for students and the impetus to tackle a city-wide problem of harassment and discriminatory behaviour. The roles held by allies, such as the Vice Chancellor, Academic Registrar, and the Council Assistant Director for Neighbourhoods ensured that resource and time were allocated to carrying out the work needed. Any difficulties in building relationships this year have arisen from not having everyone on the same page, but this has been tackled through stressing the importance of multi-agency meetings.

### Example stakeholder analysis

Stakeholder Name	Impact How much does the issue impact them?	Influence How much Influence do they have over the issue?	What is important to the stakeholder?	How could they contribute to the strategy?	How could they block the strategy?	How will you engage them?
<b>EXAMPLE Athletics Union President</b>	<i>High</i>	<i>High</i>	<i>Maintaining high reputation of AU on campus</i>	<i>Agree for union members to support the campaign</i>	<i>Be resistant to the aims and objectives</i>	<i>Meeting individually face to face</i>
<b>Equality and Diversity team</b>	<i>High</i>	<i>Medium</i>	<i>Create an inclusive environment where everyone can thrive</i>	<i>Resources and expertise from the HE E&amp;D sector</i>	<i>Maintain that issues are already being dealt with in current programme of work</i>	<i>Build relationship and discuss shared aims.</i>

Once you have your stakeholders you should find a way to bring their voice and opinions together, facilitate a situation where challenging matters can be discussed openly, where people feel their voices are heard and that they can be honest and where respect and support are built

## Case study: Cardiff University Students' Union

The development of the unions' strategy involved student representatives and students' union staff. The group consisted of SU President, VP Sports and AU President, Women's Officer, Activities Manager, Student Advisor and Marketing Manager. The collaboration of all these people was successful as we were all knowledgeable on different areas and were able to identify what the issues were and what resource we had to influence change. The launch of the strategy and the positive reception has resulted in the university wanting to sit down and look at what they can be doing in this area.



Cardiff University Students' Union It's No Joke Strategy Launch  
(above)

## Case study: King's College London Students' Union

At King's the working group consisted of: the Vice Principal of Education, the Director of Student Services, a Harassment Adviser, the BME Student Attainment Officer, the Diversity and Inclusions Manager, Vice President of Welfare and Community, and the outgoing and incoming women's officers. This did include a range of stakeholders, however the lack of Union staff (in particular senior staff) resulted in the work that had been committed to, not being communicated or resourced.

## Case study: Queen Mary Students' Unions

Queen Mary University of London Students' Union (QMSU) has been looking at areas of lad culture for a couple of years, this included a Zero Tolerance campaign against sexual harassment in the 1st term of the 14/15 academic year as well as an LGBT+ Inclusion in Sport campaign. To try and take a more strategic approach, QMSU have made steps to creating an institution wide strategy and have set up an anti-social behaviour working group. This working group will address different areas of lad culture and will produce recommendations for a joint strategy when looking at sexual harassment and anti-social behaviour as a whole. This work will be held to account by both university and union committees to ensure that work is appropriately resourced and can be passed on to future staff, officers and activists.

The working group, which is now called the Anti-Social Behaviour working group are:

QMUL (Institution)	QMSU
<ul style="list-style-type: none"> <li>• The Interim Chief Operating Officer</li> <li>• The Vice Principal Student Experience, Teaching and Learning</li> <li>• The Vice Principal Public Engagement and Student Enterprise</li> <li>• The Deputy Academic Registrar</li> <li>• The Residential Support Co-ordinator</li> <li>• The Deputy Head Advice &amp; Counselling Service / Senior Counsellor</li> <li>• The Diversity &amp; Inclusion Manager</li> <li>• The Duty Manager Nights Whitechapel and Charterhouse Square (Security)</li> </ul>	<ul style="list-style-type: none"> <li>• The President</li> <li>• The Vice President Welfare</li> <li>• The CEO</li> <li>• The Deputy CEO</li> <li>• The Welfare Representation and Policy Coordinator</li> <li>• The Education Representation and Policy Coordinator</li> <li>• 2 x Part time reps</li> </ul>

## Identifying your aims and objectives

Once you've identified how lad culture operates on your campus and where, and discussed what kind of an environment people in the educational community would like, you will be able to define what your vision is and what changes need to take place for this to happen.

### Case study: King's College London Students' Union

We explored the issues that we had identified as creating/maintaining lad culture at King's, and identified what we thought needed to change for us to reach our vision. Once we did that we looked at activity that was already being undertaken and gaps where there was no work being done which helped us to decide which was going to make the most impact.

<b>Vision: That the community at King's is a space where everybody is able to engage in all aspects of student life, with a focus on equity and inclusivity.</b>		
Objective 1: Reduce prevalence of microaggressions and aggressions towards liberation groups	Objective 2: Increase respect given and shown to people from liberation groups in the academic and social environment and in decision making.	Objective 3: Improve support for people who are subjected to harassment
<p>Sub objectives:</p> <p>Increase people's awareness about what they are saying and doing and the impact it has on liberation groups</p> <p>Increase people's awareness about why they are behaving in this way</p> <p>Reduce tolerance of these attitudes and behaviours within community</p> <p>Increase people's ability to intervene to stop and correct when this happens</p>	<p>Sub objectives:</p> <p>Increase people's knowledge about people from liberation groups who have already contributed a lot to society</p> <p>Increase platforms for people from liberation groups to be listened to</p> <p>Increase how safe people feel to be themselves within the community</p> <p>Shift Institution and Union from extrinsic values (elitism, exclusivity &amp; achieving excellence) to intrinsic values, such as fairness, equity, inclusivity.</p>	<p>Sub objectives:</p> <p>Increase people's awareness about what support is available to them</p> <p>Improve the amount and nature of the support that is available</p> <p>Improve the accessibility of that support to everyone</p> <p>Increase how many people can support each other</p>

# Selecting and planning activities



# Selecting and planning your activities

Quite often campaigns can be planned based on outputs, such as how many people have been trained or how many people attend an event, but checking your actions are making a difference and having an impact on people's lives is also key.

To create impact means 'to have an effect upon, alter, change or modify', and you should consider how you will affect people's lives with your campaign. *The Good Campaigns Guide* (NCVO, 2005), defines 'impact' as: 'Significant or lasting changes in people's lives, brought about by a given action, or series of actions.' It goes on to explain, 'This definition is important because it identifies the ultimate goal of campaigning in relation to changes in people's lives. Changes in institutional policies and practice, for example, should be seen as means to that end, not ends in themselves.'

There are two models explained below that will not only ensure the activities you choose will be geared to the impact you're trying to make but that you have chosen the activities that will have the biggest impact. You will also be able to see where there are things already happening that feed into your intended impact but may be led by another group or organisation.

These processes require all stakeholders that are involved to come to an agreement over which methods will produce results. There will be differences in opinions of how change happens. It is important to leave time for this process so that these difference can be worked out. The principals associated with the Tackling Lad Culture Benchmark Tool will be a useful starting point to get agreement on the conditions that must be met in order to tackle lad culture.

## Impact chain

The impact chain (also known as the Logic Model) paints a picture to everyone about how the chosen methods will bring about the results you expect to see. It details the logic behind how we intend on achieving impact through the chosen activities, the outputs they generate and the outcomes that are achieved as a result.

Each of the stages can't be achieved unless the one before is fulfilled. In this case it is easier to start by working out what your intended impact is, and work backwards through the stages. By asking first "what is the change we are trying to make" and devising your impact followed by your outcomes to create that impact there is a much greater chance that we will be successful in getting the results we want.

Here is an example of an Impact Chain:

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Resources: for example, finances and staff time	What gets done; for example, having a stall on campus and talking to students about the issue	(Effort) What is generated by your activity? For example, 500 people sign a pledge to Tackle Lad Culture	(Energy) Changes Resulting from the outputs; for example, more people know the impact of the behaviour and that it is disliked by peers, so they self-regulate	(Change) Changes in people's lives, for example, people treat each other with respect, creating a safer, happier and more inclusive educational community

## Theory of Change

Theory of Change (TOC) enables you to make explicit what change you wish to make, how you want to make it and why you expect your actions to lead to that change. You can use it together with the impact chain – it just develops it a bit and helps you link your strategy to your union's activity, capacity and stakeholders.

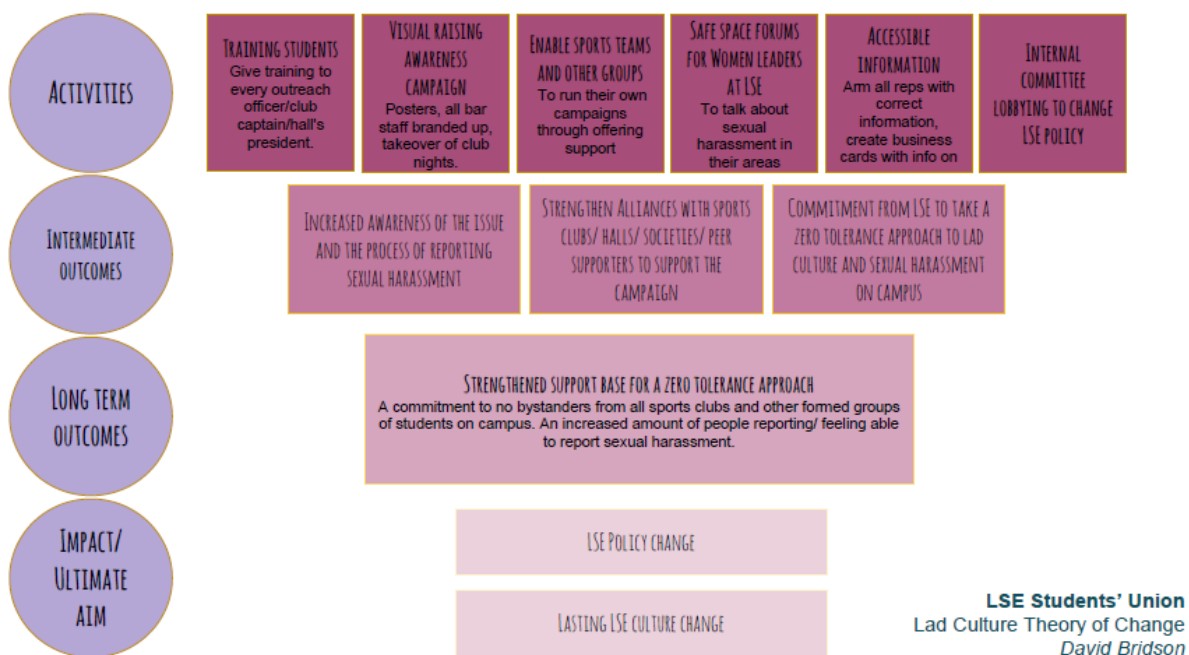
It is at this stage where you may be able to determine and discuss issues like:

- Is it more effective to make training compulsory or optional?
- How do consent workshops feed into tackling lad culture?
- What is the purpose of pledge signing? How many people would need to sign the pledge for it to have an impact?
- What activities do we think will have the most impact?
- What activities do we already resource that we can use to meet our aims and objectives?

There is a separate resource available on the Lad Culture Strategy Hub that will provide you with a detailed description of how to develop your Theory of Change.

Here are some examples from the pilot unions:

### London School of Economics Students' Union Theory of Change



## Leeds University Union Theory of Change

<b>Impact:</b> To combat prevalent myths around sexual violence & harassment, train in bystander intervention and take participants through the reporting process.			
<b>Inputs:</b>  <b>University of Leeds:</b> Head of Student Support Accommodation Manager University Police Liaison Officer  <b>LUU:</b> LUU Student Advice Centre Advice Centre Manager Head of Engagement and Support Student Project Co-ordinator (2x 2014/15, 1x 2015/6) Health & Wellbeing Projects Intern (2015/16)  <b>External:</b> Victim Support (Consultations & Volunteers) SARSVL (consultation) BACIL (consultation) Street Angels (consultation) Pubwatch (consultation)  Funding: Safer Communities Fund (West Yorkshire Police) University of Leeds Footsteps Fund	<b>Outputs:</b>  (CW = consent workshops)  <b>2014/15</b> Pledge Signing #1 Bars & Venues Training Marketing Campaign on reporting Societies training Development of 'Social Guidelines'  <b>2015/16</b> Research Project Pledge Signing #2 Marketing Campaign on CWs Society Referral CWs Halls of Residence CWs Consent added to E-intros for induction Train the Trainer City Centre City-wide event	<b>Outcomes: (short term)</b> <ul style="list-style-type: none"> <li>Facilitating discussion to further the national dialogue around consent.</li> <li>People know how to signpost people to help if they have been assaulted.</li> <li>People are empowered to intervene when they see unwanted sexual advances.</li> <li>We start to dispel prevalent myths around sexual assault: e.g. stranger danger, the 'perfect' victim, that men and sex workers can be assaulted.</li> <li>Start to reduce the stigma around reporting (although until the reporting process changes, we suspect this will remain)</li> <li>Effective care pathways developed that emphasise the victim's emotional needs as the absolute priority on first contact.</li> <li>The right support is available for victims of sexual harassment across a wider community network.</li> </ul>	<b>Outcomes: (long term)</b> <ul style="list-style-type: none"> <li>A deeper understanding of consent, sexual violence &amp; harassment from students, staff, the night-time economy and community groups.</li> <li>A developed understanding locally and nationally of the shortcomings of the legal definition of rape.</li> <li>A culture of bystander intervention where people will stand up for others who are being pressured/victimised.</li> <li>A fine-tuned induction package discussing consent and sexual violence launched in halls of residences every year.</li> </ul>

## Some activities the pilot unions chose to run

**Leeds University Union** - Within the first phase of Zero Tolerance: We've got Your Back we trained over thirty different bars in the city centre. The bars were selected based on cooperation, popularity amongst students and, in some cases, where there was an identified need.

**King's College London Students' Union** - It Stops Here Campaign and the Women's Association hosted a screening of *The Hunting Ground*, a documentary film about the incidence of sexual assault on college campuses in the United States. They invited Andrea Pino and Annie E. Clark, who star in the documentary for a Q&A.



**Warwick Students' Union** - Hosted 'I Heart Consent' at their fresher's fortnight. These interactive 90-minute sessions provided safe spaces for students to discuss the myths and facts around sexual violence. Trained student volunteers facilitated discussions of definitions of consent and healthy relationships.

**Sussex SU** - Invited Caravan Theatre to their campus as part of their Consent Week. Caravan Theatre is travelling theatre company that addresses sexual harassment and consent at colleges and universities using their fully functioning Caravan Theatre.

**University of Bradford Union** - Co-hosted an intervention initiative event with the University of Bradford Centre for Educational Development! The invited students to join in conversations about gendered social norms, violence and combating the bystander effect.

**London School of Economics Students' Union** - Held an event called Tackling sexism and homophobia in rugby: achieving equity, diversity and inclusion through the values of sport. I was a public discussion about discrimination in rugby, from the grass-roots right through to the international level.

**Oxford SU** - Hosted a symposium and anti-lad culture campaign launch called *Not At My University*, with workshops and panel discussions on the effects of lad culture and sexual violence on different groups, and what we can do to tackle it.

**Queen Mary Student' Union** - Ran a LGBT+ Inclusion in Sport campaign which included awareness raising activities during their Merger Cup like pledge signing, photograph campaign, and teams wearing rainbow coloured accessories to demonstrate their commitment to tackling homophobia, biphobia and transphobia in Sport.



# Monitoring progress and impact

# Monitoring progress and impact

## Action plan

Creating a clear action plan enables you to focus on steps to deliver your strategy and track your progress. Your action plan can be spread out to a number of years to ensure that you have the time and capacity to deliver the activities you have selected. The plan should include specific tasks with timescales, ensuring that your aims and outcomes are delivered. Your action plan can include actions to tackle lad culture in the union, as well as issues to lobby externally, if that is what you have chosen to do.

### What goes in an action plan?

It can be useful to divide your action plan into headings, such as objectives, key themes or areas of work, etc. You should also prioritise actions spanning year 1, 2 and 3 so that you have a clear focus each year and a manageable workload. The plan should set out specific tasks that need to be undertaken and who is responsible for their delivery.

### Example of an Action Plan

Objective	Action	Who	When	KPIs (Key Performance Indicators) & Progress
<b><i>Be clear about what you want to change or achieve in this column</i></b>	<b><i>Set out specific tasks here</i></b>	<b><i>Be clear about who is responsible for each action</i></b>	<b><i>Include a realistic timescale</i></b>	<b><i>Use KPIs to evaluate success. Progress updates keep you on track</i></b>
Increase the number of leaders of sports teams and activity groups that are committed to changing the culture of their community	To build relationships with all club and sports captains	VP Activities and Sports and VP Welfare	July 2016	90% of groups have face to face meeting
	To persuade club and sport captains to sign the pledge to stamp out 'lad culture	VP Activities and Sports and VP Welfare	September 2016	60% of Clubs to sign up
	To support club and sport captains to review and rewrite their club rules	Activities and Sports Co-ordinator	October 2016	40% of Clubs rewrite their rules
Increase the ability of leaders of sports teams and activity groups to change the culture of their teams	To organise Liberation, Equality and Diversity train the trainer for Union Staff members	HR Assistant	August 2016	All activities and Sports staff trained. 100% feel confident in delivering training and dealing with issues
	To provide training to student leaders which gives them the tools to identify problematic behaviour, hold each other to account	Activities and Sports Co-ordinator	September 2016	All teams that signed the pledge attend training. 50% report holding a teammate to account within 6 months. 20% report holding another person to account within 6 months. 90% report a change in attitudes and behaviours of the team

By sharing this action plan throughout the community people can keep updated with progress and action that will take place. This will mean that people will have expectations of what work will be coming, where it may impact them and also create some level of pressure to ensure work is delivered.

## Resourcing activity

A lot of the activity that you are able to undertake is down to the resources that you have available to you. Unions have been able to do a lot of work on very little by embedding initiatives into existing areas of work. Some have also been able to find funding for external sources.

### Case study: King's College London Students' Union

The College has put in substantial funding towards the It Stops Here campaign, and some funding was secured through KCLSU's campaigns budget funding. This funding has enabled communications and marketing to be produced (a website, a video), a number of student-led events involving raising awareness (film screenings, panel debates, events with Clubs & Societies), and to fund Rape Crisis to deliver training to college and union front line staff.

We have had a combination of money spent directly on student-led activity, and money spent on supporting the College to improve their practices. Both of these areas have been difficult to measure in terms of long term impact, so it is difficult on this basis to determine which activities resources should be put into.

The college resourced members of staff to undertake the work on this project. However, there was a lack of equivalent staffing resource available in the union, and this was not directly tied to shared aims and objectives, meaning that we weren't able to undertake activity and support students in the way we needed to.



## Case study: Leeds University Union

The majority of our funding for the project has come from a successful funding application to the Safer Communities Fund which supports initiatives across Yorkshire to make their area a safer place to live. We use this funding to pay for our Project Coordinator, any relevant training, overheads for running events and paying volunteer expenses. We also received funding from the alumni footsteps fund and have allocated significant resources within LUU including assistance from our Press Officer, money for materials and lots of our volunteers giving time in kind.

In order to receive funding we had to demonstrate the need, not just for our students, but communities across Leeds through research conducted by our marketing team and NUS research on lad culture. We made sure our project was outward facing like the last one, integrating 'Train the Trainer' sessions into our funding bid where we will train community leaders in youth groups to develop care pathways and identify appropriate ways to deal with incidents. It is this inclusive approach which expanded benefits to the whole city, we believe, that secured the funding.



## Measuring impact and setting KPIs

Measuring impact can be time consuming, resource intensive and may seem like the part that has little or no impact. However it is extremely important, in particular to tackling Lad Culture. This is because the work that Unions are trying to do is fairly new territory and no one really has the ultimate answer to how it can be eradicated.

Through measuring the shift in culture, language and behaviour (or whatever else you've chosen as your aim) you will be able to identify correlations between the work that has been done to the impact that has been made. This will mean that as time goes on you will be able to identify the most effective methods for altering the culture in the educational community.

### Tips for measuring a change in culture and the impact of your work:

- You can ask people to describe campus culture or various parts of it and see how this changes over time
- Ask about people's experiences of harassment, bullying and violence
- Look at trends in existing data; dropout rates, complaints, diversity in participation
- Use your annual students' union/institution surveys that are already established and resourced
- Analyse data by demographic and intersections to ensure that information is not diluted to the average and your work is having an impact on the experiences of more marginalised groups

## Case study: University of Bradford Union

We did some research in collaboration with the university to find out about current experiences of harassment. Through this we found that 85% respondents said they suffered some form of harassment. Many didn't report this due to a perceived lack of visible outcomes, or the normalisation of behaviour and attitudes that they felt couldn't be challenged.

The survey was an incredibly important part of identifying specific problems, and it was highlighted how differently lad culture manifests in Bradford compared to the national context. The impact will be measured through the number of reports being collected, through student opinion and through another survey mirroring the survey carried out at the beginning of the strategy.

## Case study: Cardiff University Students' Union

We will be measuring the impact of our work through a standalone annual survey to measure attitudes and experiences of lad culture. In addition, we will also be looking to measure the shift in culture through adding a set of questions to the union's annual survey. This will ensure that we have the capacity to get these responses and analyse them on an annual basis.

### Examples of measures at different levels

#### Measuring outputs - the tangible numbers which are a result of your activities

- Number of people attending events
- Number of people that have been trained
- Number of pledges made
- Number of people that you presented to at induction talks
- Number of Website page views, retweets, YouTube views

#### Measuring outcomes - what has happened as result of your outputs?

- Number of people reporting they have intervened with sexist, homophobic, racist 'banter'
- Increase in understanding of consent
- Diversity of people involved in sports and societies
- Diversity of election candidates
- Reduction in how tolerant community is to sexist, homophobic, racist 'banter'

#### Measuring impact - this should be a measure of the overall aim you are trying to achieve

- Increase of people that describe campus culture using words associated with chosen values (e.g. inclusive, diverse, friendly, happy, supportive, community)
- Increase of people that feel safe on campus
- Reduction in people who have experienced bullying, harassment, violence
- Increase in reporting of sexual harassment, assault and hate crime (or reduction in cases going unreported)

## Case study: Leeds University Union

The most difficult obstacles we come up against are differences of opinions in evaluative methods and how accurate research can be. For example, we believe that an increase of reports would be a good thing and it would be more likely to demonstrate that the awareness campaign is working. Others would like clear evidence that sexual violence is decreasing which can often feel unrealistic and premature. This is a deeply embedded social issue that will take time to deconstruct and at this point, statistics aren't always the best indicator of progress and are suspected to be the tip of an iceberg of underreporting due to low conviction rates, trauma, dissociation and a myriad of other reasons. We have compromised by measuring the impacts the funders want whilst identifying these issues and communicating them through our work, ensuring we start a wider dialogue with the student community.

## Accountability

Building accountability into your strategy is key to ensuring that all stakeholders are delivering on the agreed areas and that progress can be continuously monitored. This is also useful in identifying and resolving issues as and when they arise.

### Case study: Leeds University Union

As everyone has their own jobs and concerns outside of this pilot and we work in a fast-paced environment that is constantly changing, we need to delegate actions and ensure those people are accountable to completing them. We also recognise that this is not always possible, but accountability includes staff members making us aware if they don't have the capacity to complete actions early enough that we can find someone else to do it. The University and Union hold a shared accountability for the strategy. Beyond that, individual responsibilities are divided up depending on expertise. For example, the Head of Student Support at the university primarily focuses on developing policy, whilst the Student Project Coordinator at LUU is focused on the research and project delivery.

When both the university and the union have an equal stake in the project it provides a uniform approach and a strong partnership. Having a joint sign off ensures both parties feel they have agency over the project and their voices are heard.

The signoff process:

Union: All our work has to be signed off through a member of the Student Exec and our Advice Centre Manager in the Student Advice Centre.

University: The relevant policy is the Dignity & Mutual Respect Policy which is signed off and regularly reviewed by the Equality and Inclusion Committee who meet three times a year. Accountability is maintained through regular stakeholder meetings where actions and deadlines are set. The Health & Wellbeing Intern and Student Project Coordinator then chase these actions and ensure they are all completed in the necessary timeframe.





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