

4 September 2023

Senator Paul Scarr
Chair
Legal and Constitutional Affairs References Committee
Parliament House
Canberra

By email: legcon.sen@aph.gov.au

Dear Chair

Inquiry into current and proposed sexual consent laws in Australia: answers to questions taken on notice at a public hearing

Thank you for your letter dated 28 August 2023. Please find attached the requested information pertaining to outcomes of the 2021 focus group testing of concepts to guide a communications campaign around the prevention of sexual harm at universities. Additionally, I have attached the findings of further testing conducted in 2022.

The research contained in these reports found that none of the concepts tested, all of which were developed for Universities Australia by an external agency, would reliably drive attitudinal or behavioural change. Further, the research indicated that a broad, homogeneous campaign for the entire sector would be unlikely to have the cut-through required to be effective in shifting behaviours and attitudes regarding consent and respectful relationships.

The first report, prepared by Quantum Market Research (QMR) in September 2021, was commissioned by Universities Australia to test four concepts developed as part of our national sexual harm campaign.

Page 77 of this report states that none of the four campaign concepts tested strongly for interest or motivation. This key finding informed our decision to explore alternative and more impactful approaches with the Department of Social Services (DSS).

The second report, prepared by QMR in June 2022, was commissioned to test two new concepts following discussions between UA and DSS.

Page four of this report states that neither concept could reliably drive attitudinal or behavioural change. Again, this key finding led UA and DSS to agree that it would be more effective to work with experts within the sector to develop an evidence-based primary prevention good practice guide.

This guide addresses the drivers of sexual harm and promotes respectful relationships. It was launched by UA Chair Professor David Lloyd at a communities of practice workshop in July. The workshop was attended by over 200 safety and wellbeing staff from across the sector, a large number of students and DSS staff. I have attached a copy of the guide for the committee's information.

As discussed with the Committee at the 27 July 2023 public hearing, UA requested and received agreement from DSS at every stage of the grant process.

Should you have any further questions please do not hesitate to contact me.

Kind regards



Catriona Jackson

National Sexual Violence Campaign Research

Developmental Report (Draft)

Prepared for Universities Australia

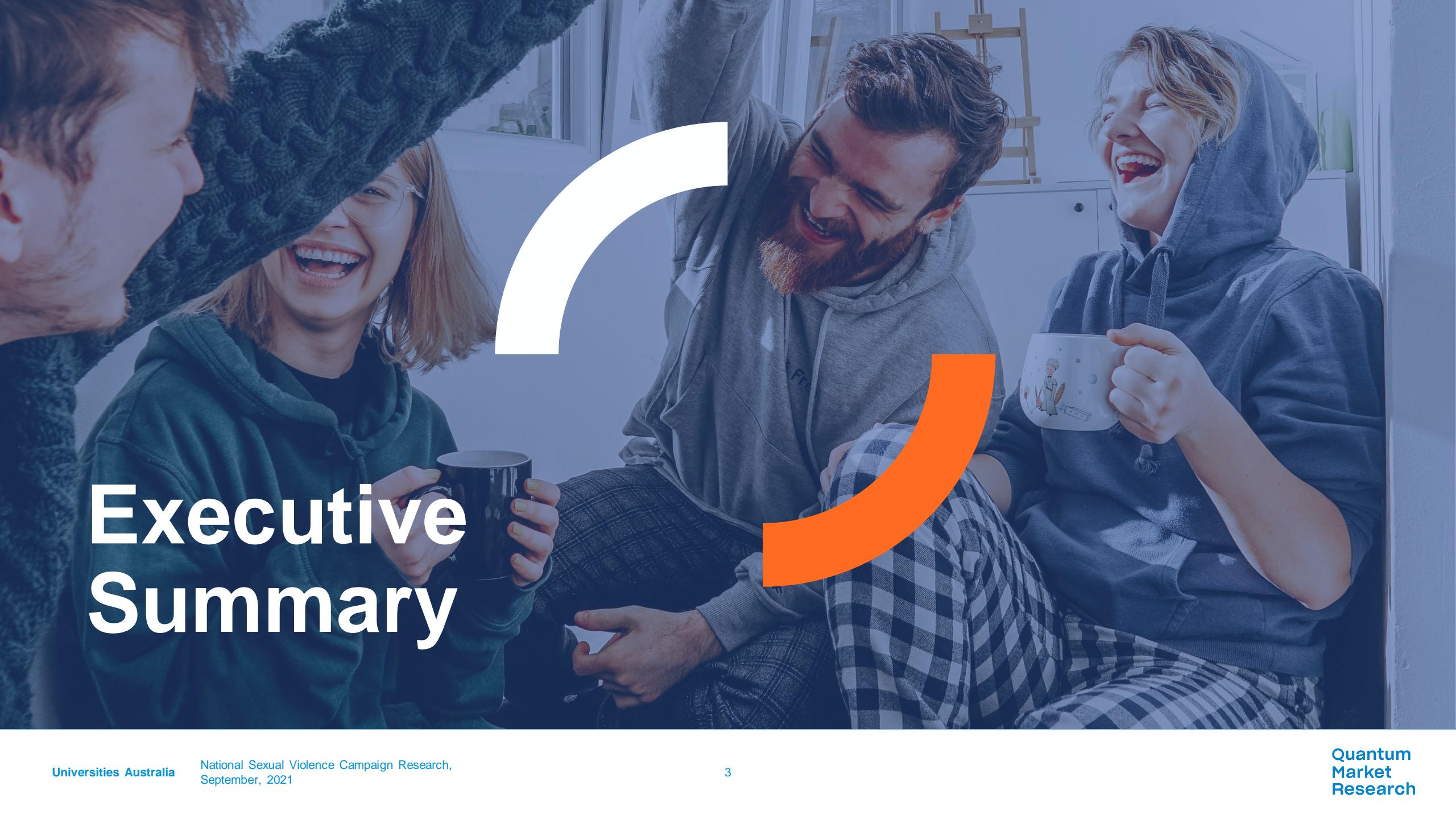
September 2021



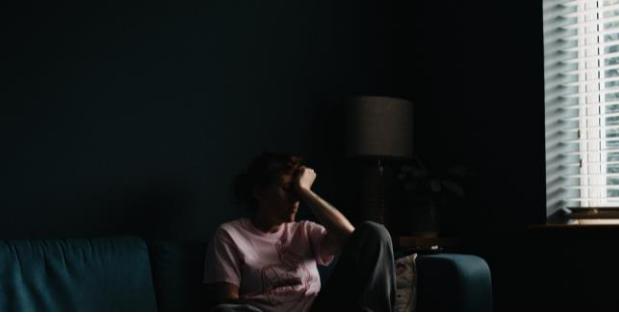
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Executive Summary



The impacts of COVID-19 and information-seeking behaviours

Although the university life stage is characterised as an opportunity for self-discovery, COVID-19 restrictions have limited these opportunities – including those related to interpersonal and intimate relationships.

COVID-19 restrictions have prevented students from realising their imagined potential or ideal student experience. Students collectively self-identify that they are living under this burden. In this environment, it is common for students to reach a state of burnout / fatigue and ultimately resentment toward dating. Progressive men are particularly likely to feel let-down, and to become resentful toward women in a way which is conducive to them taking a perspective which is lacking in empathy.

But even in the midst of a pandemic, students feel pressure to be sexually active.

Feeling that it is normal, and expected of them, students may be pre-disposed to willingly go along with awkward, uncomfortable and potentially problematic sexual experiences. Ultimately this may be characterised as putting the ideals of being sexually active ahead of self-preservation.

The absence of physical contact is leading to relationships which are lacking in open communication, empathy and shared understanding. This is at the detriment to mutually respectful and fulfilling relations.

Young female students are taking a much more proactive approach to educating themselves on sex, dating and relationships than their male counterparts.

Young women are significantly more likely to be utilising a wide range of information sources to inform their approach to the topic – from their peers and family members, to social media, podcasts and books. With such a diverse portfolio of references, women are far more empowered and adaptive to navigating different relationship situations.

For young men, porn is a much more common source of advice or information about sex, dating and relationships for young men, with almost one in three (30%) indicating they had referred to porn in the past to inform their understanding of sexual relationships (compared to 12% of young women).



How young men engage with relationships

Young men conceptualise university relationships from low to high emotional investment.

The less men are invested in the future of relationships, the less inclined they are to have open communication from the outset. An environment which promotes low involvement relationships is one which fosters low empathy.

There is pressure to fulfil the role of the 'confident man' (i.e. a man who is as assertive, aloof, confident, 'good with women'), an image driven by traditional and modern media stereotypes.

This pressure to be the 'confident man' leaves little room for uncertainty and promotes a fear of rejection. It prioritises male self-interest, places an emphasis on outcomes (i.e. sex or sexual interactions) and downplays the need for empathy in intimate relationships.

'The confident man' persona is the antithesis to vulnerability. The societal pressure to be a 'confident man' encourages men to view empathy and respect as secondary (even unnecessary) when engaging in intimate relationships.

In reality, the pressure to be the 'confident man' leads to a *lack of confidence* as to how to engage in behaviours that support the development of healthy relationships.

Compared to women, young men are far less confident in their ability to communicate openly about sex and relationships - or engage in other types of behaviours that support the development of healthy relationships (introspective/self reflection, assessing non-verbal cues, having access to appropriate advice and information, etc.). This was further validated by qualitative discussions with young men, with many reflecting on the struggle to read and interpret women's wants and needs effectively.

Underpinned by the pressure to embody 'the confident man' persona, young men are more likely to take a self-interested perspective on relationships.

This in turn feeds the widely accepted stereotype that men are 'only after one thing' and allows men to shirk responsibility when it comes to having and expressing empathy in intimate relationships. It supports rigid gender role stereotypes that young men were quantitatively found to agree with (compared to women) and furthers the 'gender divide'.

Young men referring to relationship development as a series of goals, obstacles, and levels they may pass through on the way – a mentality that was especially prevalent when discussing 'low involvement' relationships.



Minority student cohorts (CALD & LGBTQI+)

Male international students vary widely in how they adapt to participate in Australian dating culture.

CALD male students tend to originate from cultures where dating and sex carry taboo and may be more likely to retain a cultural association with men being the dominant player in dating interactions. Although equally likely to recognise communication as the solution to ensuring healthy, respectful relationships, additional cultural factors mean they face even more pronounced barriers to putting theory into practice than Australian-born men.

Despite being more proactively engaged with the topic of sex, dating and relationships, under-representation of the queer experience means LGBTQI+ men are lacking formal guidance.

LGBTQI+ men are more likely to proactively engage (e.g. with queer podcasts, sex influencers/educators on Instagram, queer TV shows, etc.), but also self-identify as lacking a clear 'rule book' or established reference point for what's right and wrong.

In addition, a culture of promiscuity and hypersexualisation in the LGBTQI+ community ultimately blurs the lines of sexual violence. Sexually overt settings (e.g. gay clubs) in particular make it harder to recognize or call out instances of covert sexual harassment.



Understanding and practicing consent in sex and relationships

In theory at least, the fundamentals of consent are consistently well understood by young men.

Young men are equally as likely as young women to acknowledge, or disregard, the need for consent. The vast majority (93%) of both men and women recognise the act of ensuring relationships are consensual are the mutual responsibility of all involved.

However, in practice, judging ‘the line’ in sex and relationships is confusing and fails to neatly fit into the real world of how relationships unfold.

Although the vast majority of young men agree that men and women should play an equal role in relationships, and self-identify as being committed to not causing harm, they underappreciate the less overt forms of harm. Because of their subtlety, sexual jokes or having sex to appease a partner are some of the more ‘accepted’ harmful behaviours.

There is a job to be done to raise awareness and empathy towards the range of ways harm can be caused, how it can be accumulative, and how it can manifest over time.

Positively, this generation of young men actively embrace opportunities to grow and learn and acknowledge the role they have to play in preventing sexual violence.

Nearly nine in ten (87%) agree that “having open conversations about sex is beneficial to relationships” and eight in ten (81%) agree that they have a role to play in preventing sexual violence. Many also recognise that more could be done, with one in three (65%) agreeing that “I could be more active in having conversations about sex and respectful relationships”



Barriers to open communication about sex, dating & relationships

It is common for young men to feel uncomfortable starting or having a conversation about dating, sex or relationships with others (be it partners or peers).

While in theory, 'you'd just ask', this is too intimidating to action practically – a reality validated by the two in five (40%) of young male students who stated "it just doesn't come up" and one in four (24%) who said they "don't know how to initiate the conversation".

In particular there is a concern that women do not always respond to such vulnerability constructively – a key barrier expressed by one in three (32%) of young men.

Raising discussion of sex, particularly outside of the bedroom, is rude or taboo.

Young men also point to the cultural stigma around talking openly about sex as preventing them from speaking up, which may be a key factor in the finding that two in five (41%) young men express general 'awkwardness' and 'discomfort' as key barriers to open communication

Despite the majority of young recognising that the presence of alcohol and drugs should not negate the need for consent in sexual interactions, this is pointed to as a key factor in instances where 'the line is crossed'.

Such conditions, particularly at parties and bars/clubs, are an inhibitor to mutually respectful dialogue. Social pressure to be sexually active also prompts young people to skip past open communication.

One in five (19%) young men fear that raising the conversation risks 'killing the mood'.

Young men are concerned that objectively raising the subtleties of consent will 'kill the mood', create embarrassment or otherwise be a set-back to them ascending scales of intimacy. Asking for consent directly is perceived to be incongruent to their end goal.



Drivers of open communication about sex, dating & relationships

For many men, it is aspirational to be progressive.

Progressive men want to see themselves as enlightened and progressive – it's aspirational for them to be respectful, and more than one in three (36%) young men would be encouraged to engage in open communication "if I thought [the other person] would appreciate it" or "if it would benefit them".

Young men raised in feminine or maternalistic environments, or with close female friends, are more likely to take an empathetic position on the topic of sex, dating and relationships.

These young men have a more complete awareness of how harm can manifest. This results in more respectful relationships and is a clear indicator that reinforcing such appreciation, and in turn empathy, can lead to more consistently positive outcomes.

While open communication appears daunting, uncomfortable and undesirable at face-value, young men acknowledge that men who have the confidence and agency to engage in these conversations are naturally 'more mature' and therefore likely to be 'more successful with women'.

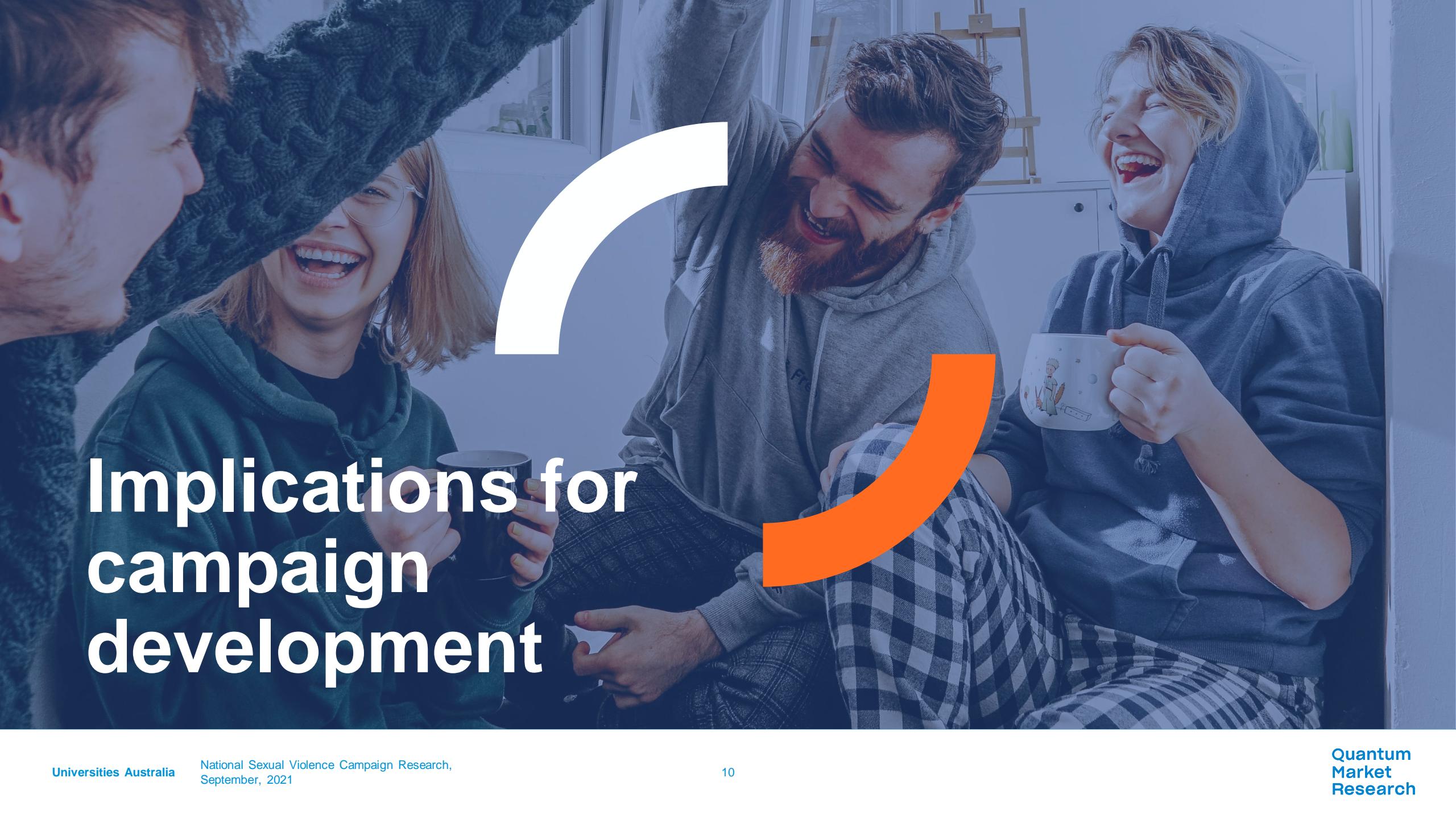
Critical to young students' self-esteem is that they are more mature than their high school counterpart.

This can manifest as a perception of being 'successful with women', as women are assumed to value more mature men.

Young men – particularly those with more regressive attitudes – may be likely to engage in open conversations if reassured that doing so would not result in negative outcomes on their behalf.

For young men that hold more regressive attitudes, self-interest is a more powerful driver than empathy. They do not want to stand out as 'creepy' or get a reputation for being abusive.

Trust is also raised as an important consideration, with almost two in five (38%) young male students indicating that they would be more likely to engage in open conversations about sex, dating and relationships "if I felt confident I could trust [the other person]" or "if I thought [the other person] would be receptive to it" (35%).



Implications for campaign development

To develop a campaign that positively influences young men's attitudes to gender equality, consent and sexual relationships, University Australia's campaign must:

Leverage the openness many young men express with regards to growing and learning new things about themselves and others.

Build on rather than reinforce understanding of the straightforward principles of consent.

Overcome an implicit obstacle by normalising that awkwardness and imperfection are a part of open communication.

Provide reassurance that open communication is congruent with their goals (e.g. by communicating that women in fact think that open communication is attractive).

Challenge the pressure to embody the 'confident man' persona by positioning respect, open communication and empathy in relationships as an aspirational and desirable quality.

Generate personal relevance by raising empathy for more subtle forms of harm.

Provide young men with the skills and confidence to gain consent and talk more openly (e.g. by providing prompts for subtle check ins, or conversation starters that don't feel awkward or forced).

These elements and considerations interplay to:

- Address gendered drivers of regressive attitudes towards women and relationships
- Challenge key barriers to engaging in behaviours that support respectful relationships (i.e. open communication etc.)
- Challenge harmful constructs of masculinity, in turn normalising behaviours that support respectful relationships.



About the research



Background

Universities Australia is the national peak body representing Australia's 39 comprehensive universities.

In 2021, in partnership with Our Watch and the Victorian Government, Universities Australia launched a holistic set of resources to combat gender inequality and prevent gender-based violence, *Educating for Equality*. *Educating for equality* is a whole-of-university approach to prevent gender-based violence in – and through – universities.

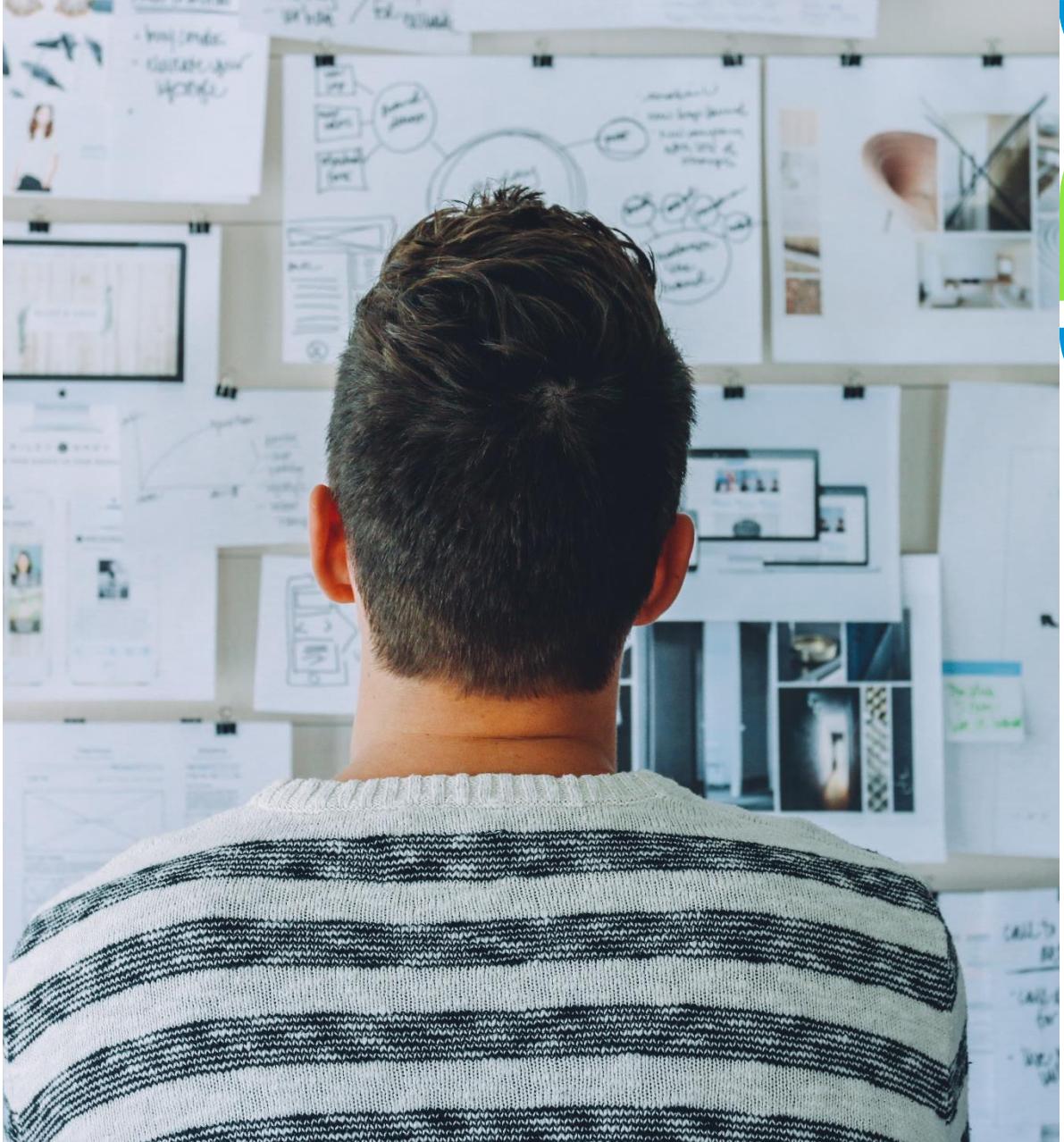
Building on this initiative, Universities Australia has been funded by the Department of Social Services to develop a primary prevention, digitally-led communications campaign that aims to help university students negotiate healthy, respectful and positive sexual relationships, free of coercion and violence. The campaign will also support university staff to improve their understanding and knowledge of sexuality and sexual relationships.

The campaign will form part of an evidence-informed strategy to positively influence people's attitudes to gender equality, consent and sexual relationships, with a focus on young men aged 18 to 24 years old.

Research Objectives

The purpose of the research program was as follows:

1. To provide an **evidence base** for the sector and understand **attitudes to dating, sex and relationships** as they relate to the preventative aims of the campaign.
2. To inform the **development of messaging** that will resonate with key target segments and help **shift attitudes relating to gender stereotypes and relationships**.
3. To test creative ideas in terms of how well they **help students negotiate healthy, respectful and positive sexual relationships**, free of coercion and violence and how the ideas could be further optimised to improve message resonance and impact.
4. To **evaluate how effective the campaign is** at meetings its communication objectives and shifting attitudes and intended behaviours.



Project overview: Developmental phase



Literature review

Review the relevant literature on primary prevention campaigns in Australia and overseas to help promote respectful relationships among young people.

Jul 2021

Completed

Forums

12 online forums with university students aged 18-24 (150 participants). Forums each ran for three days, allowing participants to respond to tasks and activities at their own pace.

Jul 2021

Completed

Mini groups

13 online mini focus groups (2-4 people) with university students aged 18-24 (42 participants in total) to further discuss topics covered in the forums. Groups ran for 1.5 hours.

Aug 2021

Completed

Benchmark survey

Online quantitative survey of 500 university students aged 18-24 to give a robust read on attitudes and road test some early advertising concepts.

Aug-Sep 2021

Completed

Concept testing

19 online focus groups to test the proposed campaign concepts with the target audiences.

Sep 2021

In progress



This report covers the findings from the qualitative and quantitative research.

Methodology: Forums

Forums

- 12 online forums were conducted with university students aged 18-24 (involving 150 participants in total).
- Forums each ran for three days, allowing participants to respond to tasks and activities at their own pace.
- Participants were sourced via Quantum's recruitment partner networks and via university contacts and were screened to ensure their eligibility to participate.
- Forums were structured according to gender (weighted to males as the core target audience of the proposed campaign) and attitudes to gender equality, violence against women and consent.
- Soft quotas were applied by State to ensure a broad geographic spread, and groups included one participant from Aboriginal/Torres Strait Islander background.
- Participants that completed the tasks were provided with a \$90 e-voucher in exchange for their time.
- Forums were conducted from 21st to 23rd July 2021.
- As the research discussed sensitive topics, participants were provided with information on how to access support services (both independent and within universities) if required.



Forum Structure

- 1: Men aged 18 to 24 years - Progressive
- 2: Men aged 18 to 24 years - Empathetic
- 3: Men aged 18 to 24 years - Uncertain
- 4: Men aged 18 to 24 years - Regressive
- 5: Women aged 18 to 24 years - Progressive
- 6: Women aged 18 to 24 years - Less progressive
- 7: Women aged 18-24 years; international students - Progressive
- 8: Women aged 18-24 years; international students – Less progressive
- 9: Men aged 18-24 years; international students - Progressive
- 10: Men aged 18-24 years; international students – Less progressive
- 11: Men aged 18-24 years; LGBTIQ+ students
12. Women aged 18-24 years; LGBTIQ+ students

Methodology: Mini Groups

Mini Groups

- 13 online mini focus groups (2-4 people) with university students aged 18-24 (42 participants in total).
- Groups ran for 1.5 hours and were moderated by experienced researchers.
- Participants in the forums were re-contacted to be invited to also participate in the mini groups.
- Mini groups were structured according to gender (weighted to males as the core target audience of the proposed campaign) and attitudes to gender equality, violence against women and consent.
- Soft quotas were applied by State to ensure a broad geographic spread, and the group structure ensured participation from LGBTIQ+ students and students from Aboriginal/Torres Strait Islander backgrounds.
- Participants that completed the tasks were provided with a \$90 e-voucher in exchange for their time.
- Groups were conducted from 5th to 12th August 2021.
- As the research discussed sensitive topics, participants were provided with information on how to access support services (both independent and within universities) if required.



Mini Group Structure

- 1: Men aged 18 to 24 years - Progressive
- 2: Men aged 18 to 24 years - Progressive
- 3: Men aged 18 to 24 years - Empathetic
- 4: Men aged 18 to 24 years - Empathetic
- 5: Men aged 18 to 24 years – Uncertain/Regressive
- 6: Men aged 18 to 24 years – Uncertain/Regressive
- 7: Men aged 18 to 24 years – Uncertain/Regressive
- 8: Men aged 18-24 years; international students
- 9: Men aged 18-24 years; international students
- 10: Women aged 18-24 years; domestic students
- 11: Women aged 18-24 years; international students
- 12: Men aged 18-24 years; Aboriginal & Torres Strait Islander students
- 13: Men aged 18-24 years; LGBTIQ+ students

Methodology: Quantitative Survey

Online survey

- 15-minute online survey with n=519 Australian university students aged 18-24*
- Sample was collected via panel providers Pureprofile and Student Edge.
- The survey link was also distributed to select student networks to bolster niche audience base sizes (e.g. International students, ATSI cohorts, etc.).
- The data was sampled according to ABS demographic (location, age) data about Australians aged 18-24, quotas were applied to skew the total sample towards male students (accounting for male students aged 18-24 being the primary target audience of the campaign).
- Fieldwork was conducted between 18th August – 6th September 2021.
- The maximum margin of error (at the 95% confidence interval) on the total sample size is +/- 4.3%.
- Where significance testing has been shown, results are significant at the 95% significance level. Significance testing is done in our specialised software package, Q. It utilises a Pearson's Chi-Square Test of Independence to compare percentages between groups.

*Two 25-year-old ATSI respondents were collected via University Australia's student networks and have been included in the analysis.

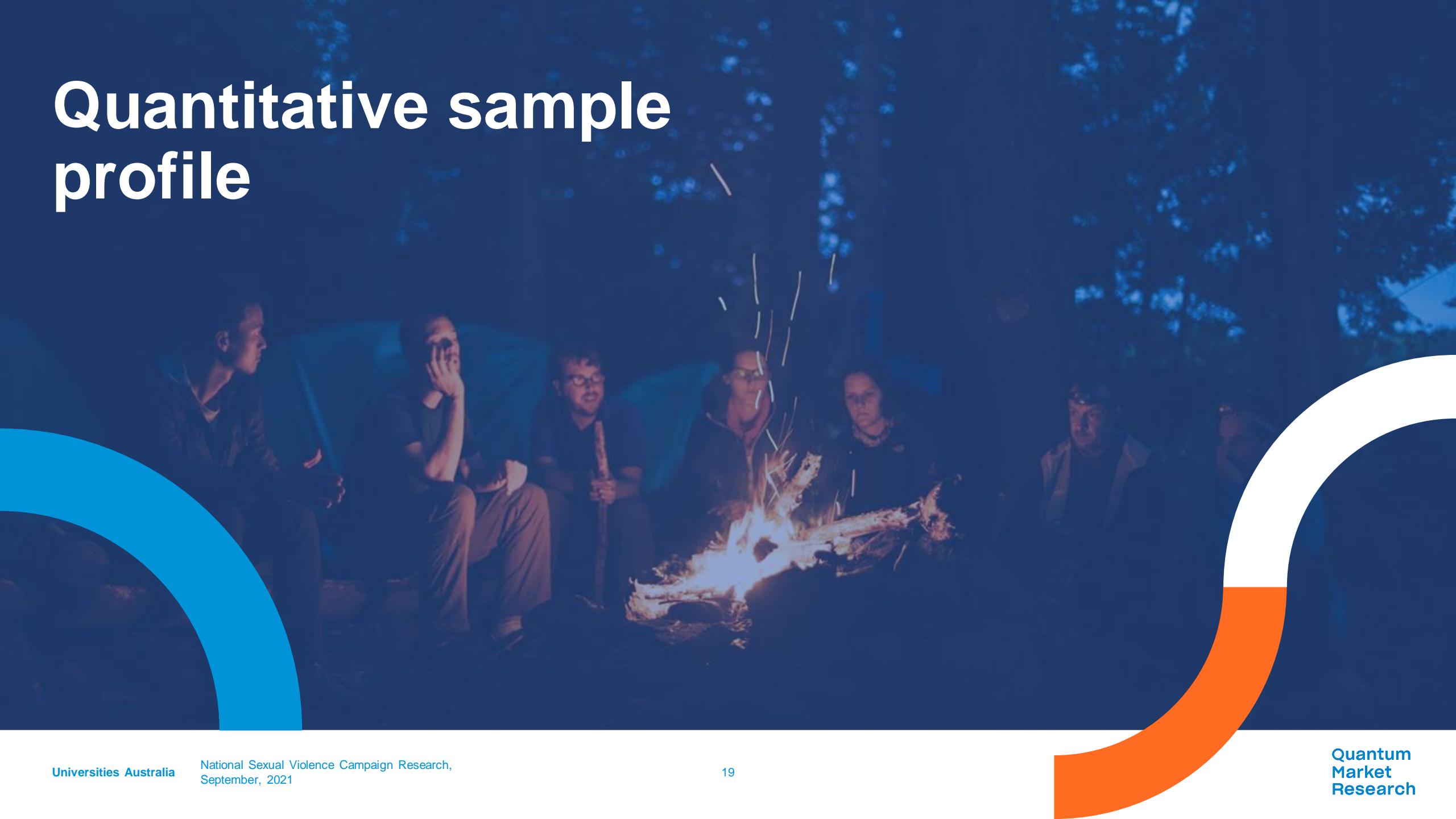


Final sample overview (n=519)

	n=	Weighted (%)	Unweighted (%)
Age			
18-20	248	48%	48%
21-24	269	52%	52%
25*	2	0%	0%
Gender			
Male	330	65%	64%
Female	188	35%	36%
State			
NSW	195	34%	38%
VIC	161	29%	31%
QLD	70	17%	13%
SA	33	6%	6%
WA	41	9%	8%
ACT	10	3%	2%
NT	2	1%	1%
TAS	5	2%	1%
Sample source			
Panel	504	97%	97%
Client link	15	3%	3%

A minor weighting adjustment was applied to location by gender to ensure results were more accurately representative of the population of university students within this age demographic.

Quantitative sample profile



Sample demographics

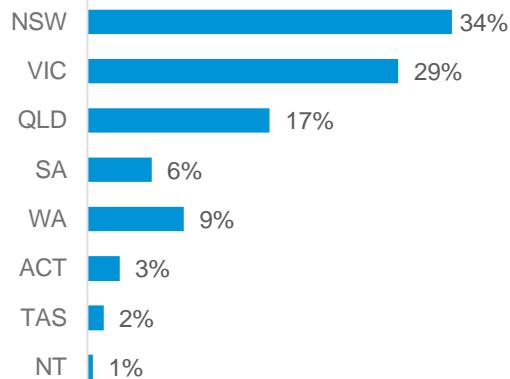
Location



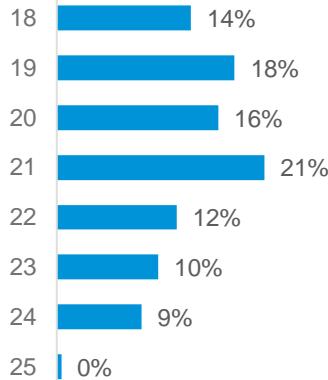
87%
Capital city



13%
Regional



Age (Years)



Relationship status and friendships



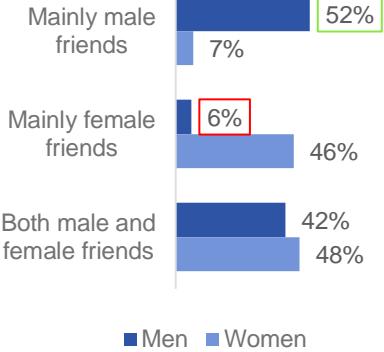
63%
Single



34%
In a couple /
married / de
facto

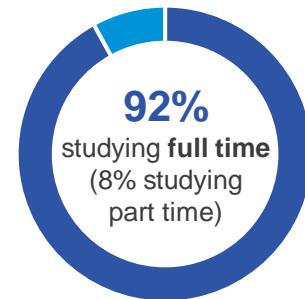


3%
Prefer not to say



Qualification currently studying for

Bachelor's degree



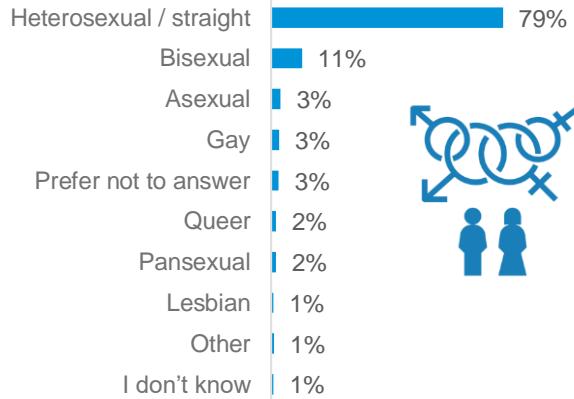
Postgraduate degree (e.g.
Masters/PhD)

Diploma / certificate

Postgraduate diploma / certificate

Other

Sexual orientation



Living situation

7%



Live in student
accommodation

9%

Live on my
own

21%

Live in share
house

60%

Live with my
parents/guardian

1%

2%

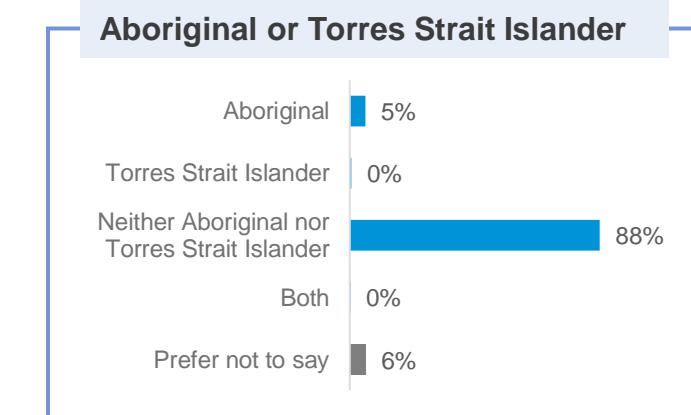
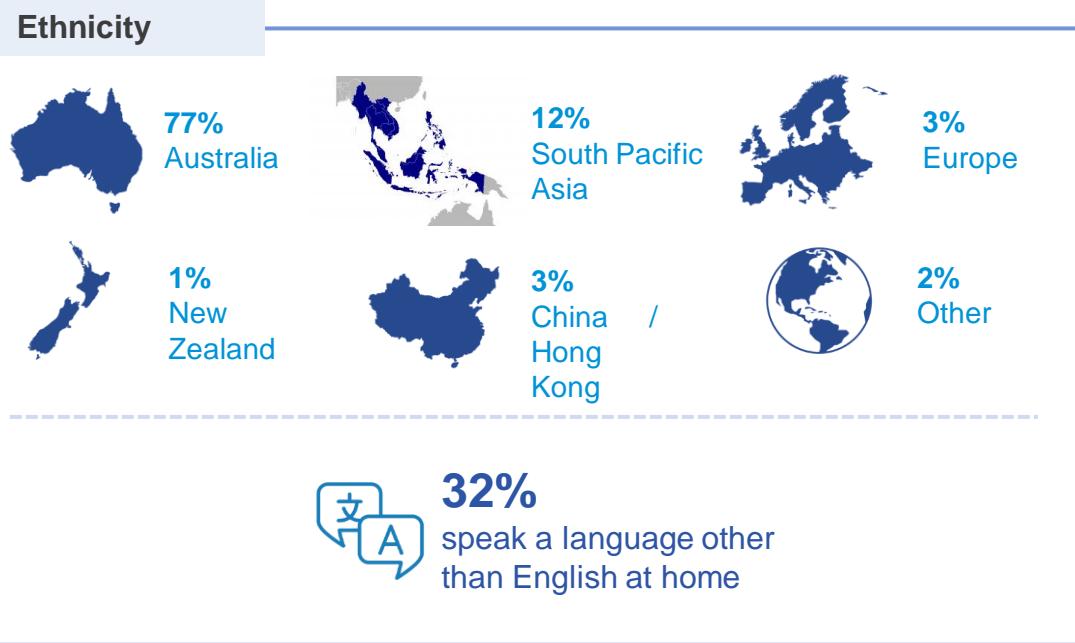
Prefer not
to say

Results reflected weighted data

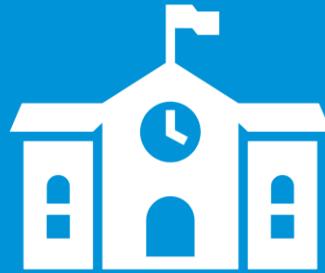
Ethnicity



Results reflected weighted data

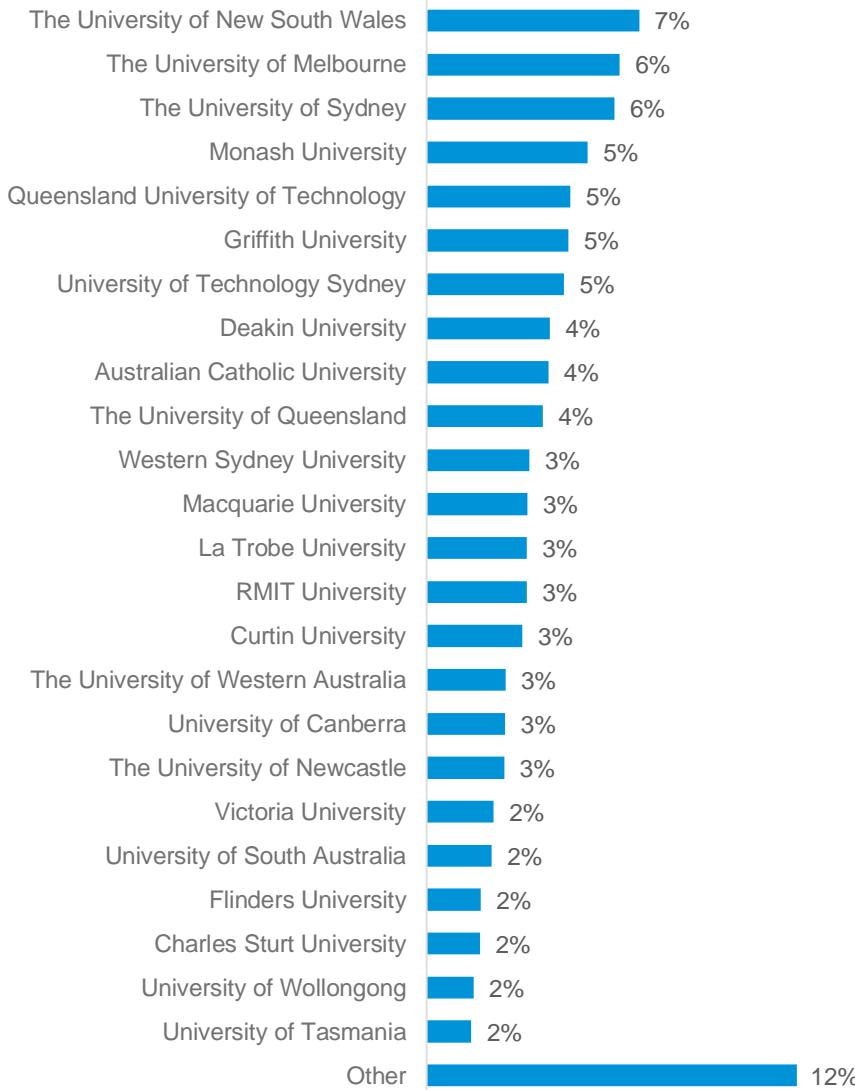


University & area of study

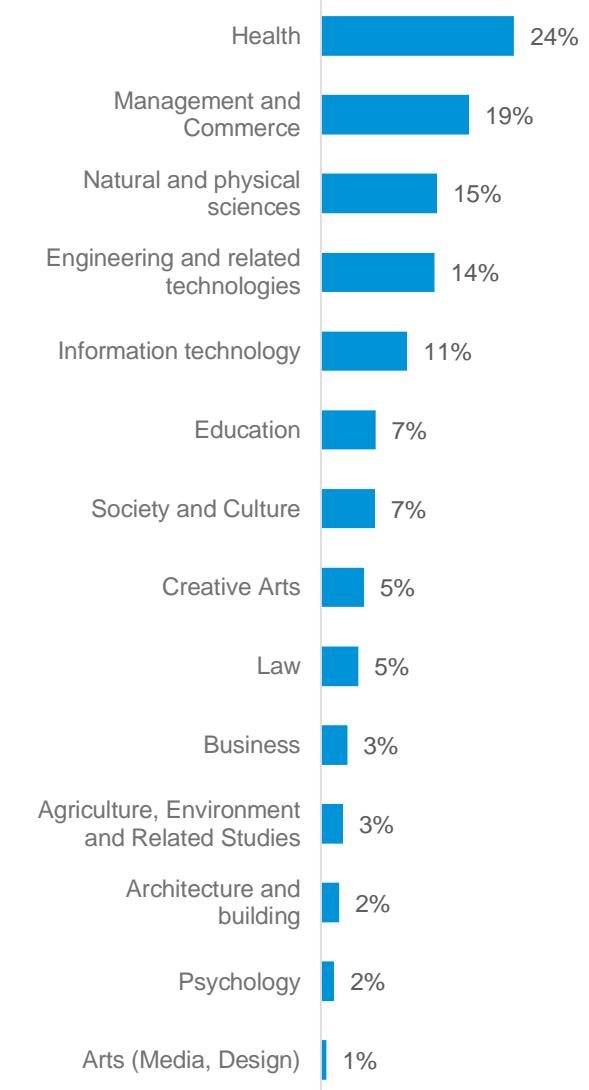


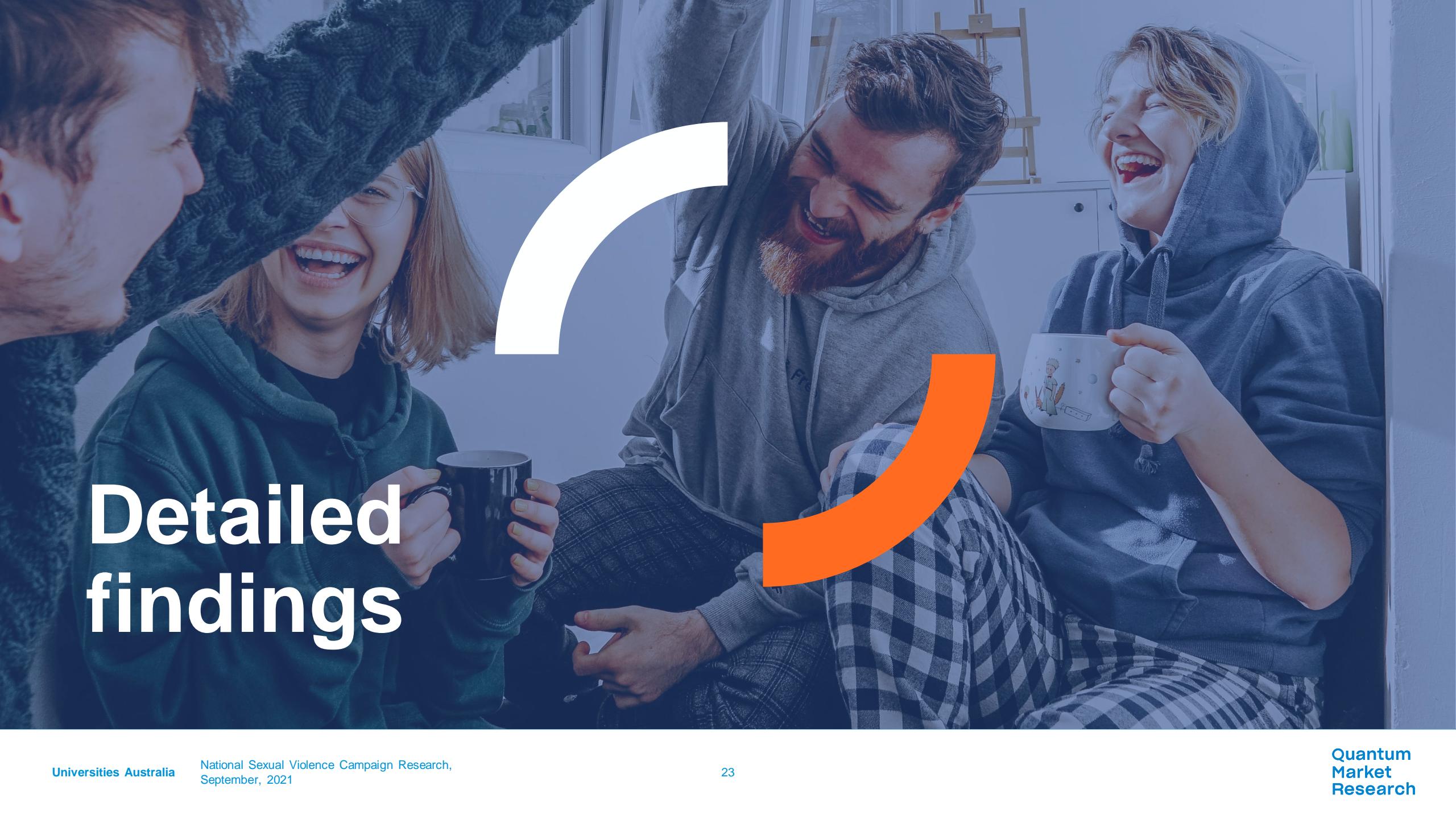
Results reflected weighted data

University



Main area of study





Detailed findings

Student mindset: what it's like to be a student in 2021





The university life stage is characterised as an opportunity for self-discovery

Students associate the university life stage with freedom to explore new interests, meet new people, embrace opportunities and to experiment with different life choices.

It is common for students to reflect that, having graduated high school and grown into young adulthood, but still being too young and focused on study to have taken on binding responsibilities, they **aspire to enjoy freedom** during their time at university.

Among student priorities besides study is to foster new relationships of all kinds. Freed from the boundaries of their high school peer group, students seek to create interesting connections.

A common theme is for students to **actively subdue cautiousness**. It is a life stage for saying yes to opportunities, for taking some risks, and not being too preoccupied with what they might regret.



“I’ve definitely become more independent since leaving high school and I’ve focused on myself more instead of letting external factors and opinions affect my decisions. It’s helped my open my eyes and see the important things and ultimately be grateful for what I have.”

- Male student

Exposure to the vibrancy of new relationships is part of the student experience. Students crave the freedom to take some risks. A successful campaign will be one which accounts for this and supports them to do so in a safe way, without being seen to inhibit aspiration.



Academic performance, career preparation, partying, travel, sports, etc. are all common preoccupations

Students self-identify as feeling the pressure to perform.

It is common for students to **feel acute anxiety in relation to their academic performance**. Likewise, they are concerned with making foundational inroads on a chosen career path. These are relentless concerns, ongoing for many years.

Meanwhile, the university life stage being a **short window of opportunity puts pressure on students to make the most of their time**. Partying, travel, sports, etc. are all examples of what students hope to maximise whilst they have the freedom to do so.

In sum there is a juxtaposition where, whilst experiencing new freedoms, students are far from relaxed and content. Rather, they **feel pressure from parents, peers and broader society to live up to their potential**.



"There's a common idea that university is where you're supposed to experiment, party, let lose and have fun."

- International male student

External expectations are a critical influencer of student behaviour. By students' own assessment, Australian culture promotes them to 'succeed academically, but whilst living young, wild and free'.

Common pressures faced by students have been exacerbated under COVID restrictions

Perennial student concerns are heightened for this generation affected by COVID.

Remote learning has redoubled many students' academic performance anxiety.

Uncertainty about the future (graduation, career, etc.), is naturally far exceeding what would be typical for past graduates.

Freedoms are curtailed and university is not living up to expectation.

Socialising, travel, sports, etc., all central to what students hoped to achieve, are prohibited.

Worse still – the window of opportunity is closing, and this generation fears missing-out entirely on these experiences.

COVID restrictions have prevented students from realising their imagined potential or ideal student experience. Students collectively self-identify that they are living under this burden.

There is pressure now more than ever to be finding ways to make the most of the university life stage, and to maximise those opportunities which do come along.

“Student life is challenging with the hurdles around COVID, everyone expected it to be very social where you can meet lots of people and have a fun time whereas the reality now is just online leaning which can get very boring at times.”

- Male student

Student attitudes towards dating, sex and relationships



The pressures of COVID restrictions are impacting interpersonal experiences in particular

Interpersonal experiences, from platonic friendships to dating, sex and relationships, are central to what students perceive they should be realising from their university life stage.

The impact of lockdowns has been particularly acute on young people, who describe themselves as at a life stage when socialising should be a large part of how they self-actualize.

Remote contact via. social media, dating apps, etc. represents an increasingly large proportion of all communication.

Such emphasis on digital communication is a widespread source of frustration for students who consistently bemoan it lacking in 'authenticity'.

Such frustrations can prompt students to become more self-interested, as they focus on what they're not getting out of interactions, rather than what they are.

Academic performance anxiety, exacerbated by isolation and concerns about the future, and coupled with the curtailment of the opportunity to meet new people, has triggered some men to become more insular.

Fed-up with what they can't control, some men have chosen to focus on what they can: Studies, time spent online, self-betterment in other fields, etc. to the deliberate exclusion of relationships.

COVID restrictions have limited relationship building between students. As a consequence, it is common for students to take an insular perspective and feel their networks of support are fragile.

Asked to reflect on dating at the university life stage, students consistently focus on three negative themes

Dating is muddled, confusing and ultimately overwhelming.

'Mixed signals' (where another person's values / expectations aren't communicated clearly), are central to challenges students face with dating. Social media, dating apps, alcohol, COVID restrictions, etc., all impediments to good communication, are confounding this issue.

There is an inevitable emotional toll.

Students normalise and accept that people being emotionally hurt is a routine part of dating at this life stage. Students describe approaching dating with caution, primarily self defence (not to get hurt), but also harm minimisation (not hurting others). Despite such good intentions, they expect that imperfect behaviour and communication is inevitable.

The mainstream dating scene is profoundly superficial.

Within the pool of those actively dating, representation of those seeking hook-ups / casual sex is perceived to be significant enough to have become the majority. In conjunction with social media and dating apps, the environment is increasingly looks / first-impression oriented, and it's hard to make a genuine connection before people move on to the next date or to see what else is out there.

In this environment, it is common for students to reach a state of burnout / fatigue and ultimately resentment toward dating.

Progressive men are particularly likely to feel let-down, and to become resentful toward women in a way which is conducive to them taking a perspective which is lacking in empathy.



“There are a lot of open doors, lots of opportunities to meet people whether at a faculty organised party, or social gatherings with close friends. With all the new things going on, you may think that you are now a different person and that you can do whatever you want as a real 'adult'. I believe that it is the progression from a school aged kid into a university student as an 'adult' shift of phase that provides you with a false belief that you are less liable and restrained by the consequences of your actions.”

- Male student

Students feel an urgent pressure to be sexually active



"A big pressure is to be in a relationship... especially if you haven't been intimate before. If you've not had sex at this age, then you get marginalized as inexperienced and even un-dateable."

- Male student



"Everyone assumes people have had [sexual experiences] before, and that they know how it all works. And so a lot of the time people just throw themselves at one another, not really understanding the diversity of experiences, which can then become highly problematic."

- Female student



It is widely accepted that anyone not sexually active at university is oddball, unconventional and missing out.

Biological impulses are being catalysed by a culture which promotes sexual activity as expected for those at the student life stage. Students describe that people in their lives, from parents to friends, encourage them to be sexually active and even tease them if they are not. Depictions of students in all types of media are perceived to frame being sexually active as part of a complete experience.

This social pressure also leads students to over-state their experience / confidence and feel they *should* be okay with things which make them uncomfortable.

Feeling that it is normal, and expected of them, students may be pre-disposed to willingly go along with awkward, uncomfortable and potentially problematic sexual experiences.

Ultimately this may be characterized as putting the ideals of being sexually active ahead of self-preservation.

The pitfalls of online dating are widely agreed on by students

Despite dating apps and social media being commonplace to how students navigate dating, sex and relationships, the format is widely understood to create issues.

- **Body-image issues:** Naturally, there is pressure to appear attractive / photogenic online. Such emphasis on appearance is taxing to students.
- **Eliminating commitment at the outset:** Low barriers to entry / exit from interacting with someone online, coupled with an unlimited pool of potential new matches, results in everyone feeling underappreciated.
- **Fostering new relationships in isolation from peer support:** The absence of in-person support is fostering more intense one-on-one scenarios without the perspective brought by peer input.
- **Setting of unrealistic expectations:** Glamourisation, common to social media in general, is particularly pronounced in how relationships are depicted. Exposure to others' apparently ideal relationships puts particular pressure / expectation on the early stages of dating.

*“Social media seems to be the main societal pressure these days, **affecting how our relationships are constructed as people want to conform to what others see fit for society...** With dating apps now being the modern way of meeting people/dating, **it has introduced a culture that bases validation off of a brief description about oneself and a few (often edited & unrealistic) photos. This is terrible as it is teaching people to date because of what they see, rather than getting to know the individual and developing an affectionate connection...** people may be selective of who they date in a bid to impress others and ensure their partner is good looking enough to be approved of.”*

- Female student

The absence of physical contact is leading to relationships which are lacking in open communication, empathy and shared understanding. This is at the detriment to mutually respectful and fulfilling relations.

The most well informed and confident young women far exceed the development of their male peers

Many female students are taking a proactive approach to educating themselves on dating, sex and relationships.

Women tend to be more likely to openly discuss dating, sex and relationships with a platonic peer-group. These women have a more complete, detailed and articulate comprehension of the issues. This also means **they have a support network to discuss matters of sex and intimacy which is strikingly absent for men.**

Besides peer-to-peer interactions, women reinforce their understanding by taking a more proactive approach to sex education in general. They more readily associate casual media consumption (TV, film, etc.) with exploring such issues. **They may even engage in specific media consumption (mostly podcasts, social media and books) with the explicit purpose of learning about the issues.** There is no such common male equivalent.

Having such a broad reference, and a dynamic sounding board, enables these empowered women to be more adaptive to navigating different situations as they develop.

Interestingly, on the occasions men do describe reaching-out to discuss matters of intimacy, it is typically with such platonic female friends.



“I think I have been very fortunate that I am able to have some friends in their 30s who are more experienced than me, and I feel comfortable approaching them for relationship advice or even sex advice.”

- Female student

Female university students were significantly more likely to engage with a wide range of information sources for advice or information about sex, dating and relationships

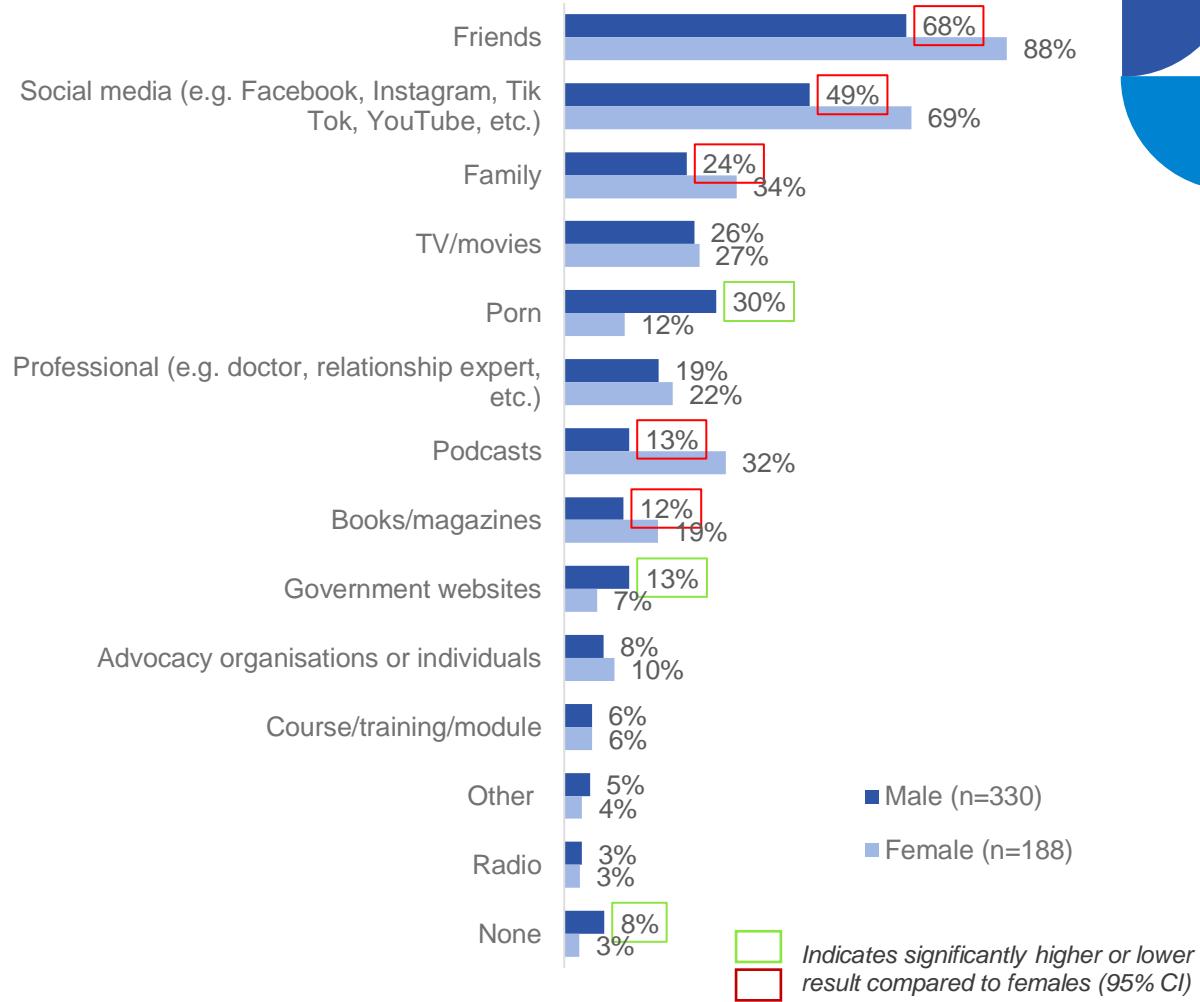
- Porn was a much more common source of advice or information about sex, dating and relationships for young men (30% vs. 12% of female university students).
- Older university students (aged 21-25) were significantly more likely to engage with podcasts for advice or information about the topic, compared to the younger cohort of 18-20 (14% vs. 24%).
- ATSI* students were significantly more likely to rely on family (47% vs. 26%) and government websites/resources for information compared to the broader population (10% vs. 23%), while LGBTQI students were significantly more likely to engage with a broader range of information sources compared to the broader population.

Q7. Where (if anywhere) do you tend to get advice or information about sex, dating and relationships?

*Caution: low base size of ATSI students (n=30) – results are indicative only

Information sources

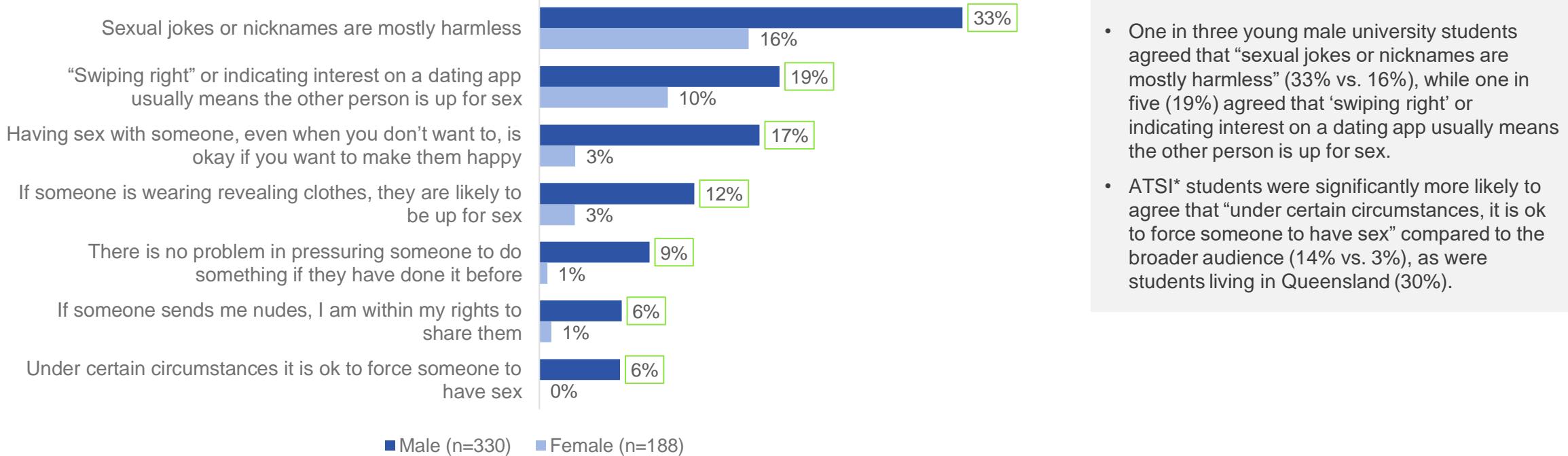
Base: All respondents



Young men are significantly more likely to hold regressive attitudes concerning sex, dating and relationships than women

Attitudes towards sex, dating & relationships (% Agree) – attitudes young men were significantly more likely to agree with

Base: All respondents



Q8. To what extent do you agree or disagree with the following statements about sex, dating and relationships?

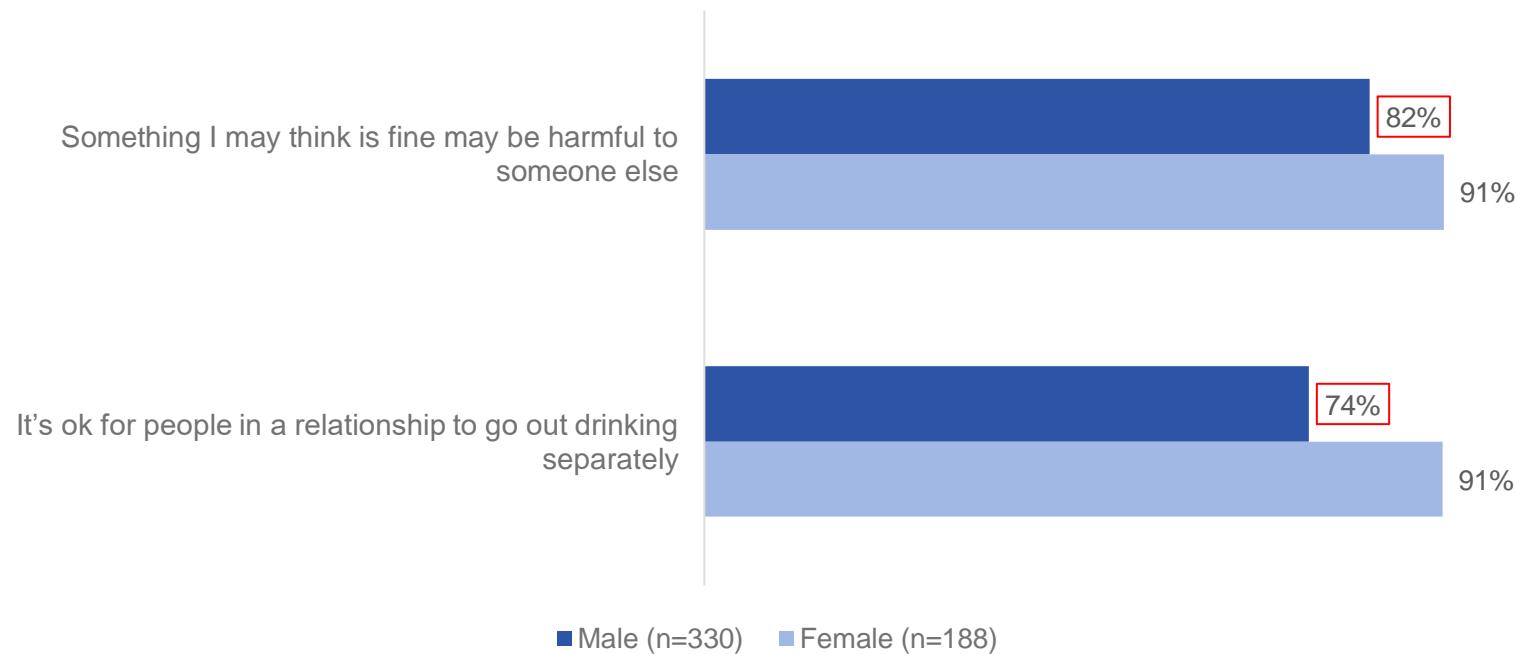
*Caution: low base size of ATSI students (n=30) – results are indicative only

 Indicates significantly higher or lower result compared to females (95% CI)

There are few attitudinal statements related to sex, dating & relationships that young women agreed with more than men

Attitudes towards sex, dating & relationships (% Agree) – attitudes young women were significantly more likely to agree with

Base: All respondents



Q8. To what extent do you agree or disagree with the following statements about sex, dating and relationships?

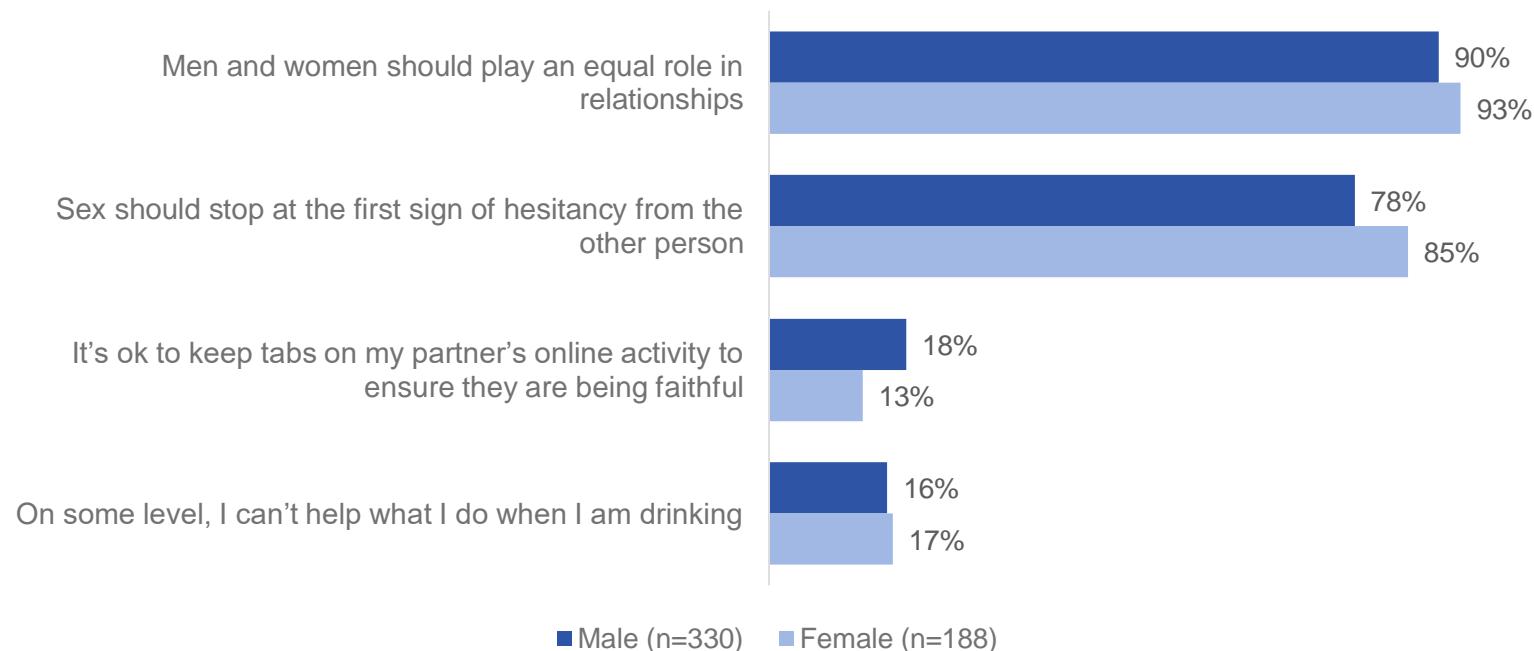
*Caution: low base size of ATSI students (n=30) – results are indicative only

█ Indicates significantly higher or lower result compared to females (95% CI)

Male and female university students are equally as likely to agree that men and women should play an equal role

Attitudes towards sex, dating & relationships (% Agree) – attitudes held equally between genders

Base: All respondents



Q8. To what extent do you agree or disagree with the following statements about sex, dating and relationships?

*Caution: low base size of ATSI students (n=30) – results are indicative only

- Worryingly, almost one in five (18%) of young men agreed that "it's OK to keep tabs on my partner's online activity to ensure they are being faithful". Male university students were also directionally less likely to agree that sex should stop at the first sign of hesitancy from the other person, compared to women (78% vs. 85%).
- LGBTQI students were significantly more likely than the broader audience to agree that "men and women should play an equal role in relationships" (97% vs. 89%) while one in three (33%) ATSI* students agreed that "it's ok to keep tabs on my partner's online activity to ensure they are being faithful" (significantly higher compared to 15% of the broader audience).

Male international students vary widely in how they adapt to participate in Australian dating culture

CALD male students tend to originate from cultures where dating and sex carry taboo.

Some do not adapt their thinking to Australian norms: These men tend to be relatively isolated, focused on their studies, maintain strong connections to home, and socialise largely within their own culture. Others who do adapt reference Western-born friends as their primary influencer.

The process of adapting is one of opening-up, to become more confident approaching women, and to some discussion of dating matters with friends. Many are conflicted by what they perceive are behaviours their relatives / peers back home would frown on, or which are forbidden by their religion. The resulting experience is fraught with tensions and self-suppression.

CALD students may retain a cultural association with men being the dominant player in dating interactions.

The traditional concept that men should take a lead role in dating continues to touch Australian culture but is far more pronounced in CALD cultures. The sense that men should be assertive is in part driven by concerns about how parents will receive any future partner.

Messaging that promotes open communication to the mainstream may be less impactful among CALD audiences. Although equally likely to recognise communication as the solution to ensuring healthy, respectful relationships, additional cultural factors mean they face even more pronounced barriers to putting theory into practice than Australian-born men.

“Social norms surrounding dating are lot more laidback in Australia. Australians are more progressive to modern forms of dating (hook ups, friends with benefits, etc). They don’t find it shameful or embarrassing. As compared to Asian societies where even it takes place, it is often done in secrecy and embarrassment.”

- CALD male student

“Compared to Singapore... I have learned that sex and relationships are normal and discussion around this topic is normal and everyone is more open and well informed as a result.”

- CALD male student

Under-representation of the queer experience means LGBTQI+ men are lacking formal guidance

Lack of formal guidance for LGBTQI+ men on navigating dating, sex and relationships has both positive and negative consequences.

On the plus side, they are more likely to proactively engage (e.g. with queer podcasts, sex influencers/educators on Instagram, queer TV shows, etc.). On the downside, they self-identify as lacking a clear 'rule book' or established reference point for what's right and wrong. Furthermore, as the mainstream narrative focuses on a female victim and omits queer victimization, LGBTQI+ men may lack appreciation that there is an issue to be addressed.

LGBTQI+ men reflect that their community is at times hypersexualised and glamorising of low involvement relationships.

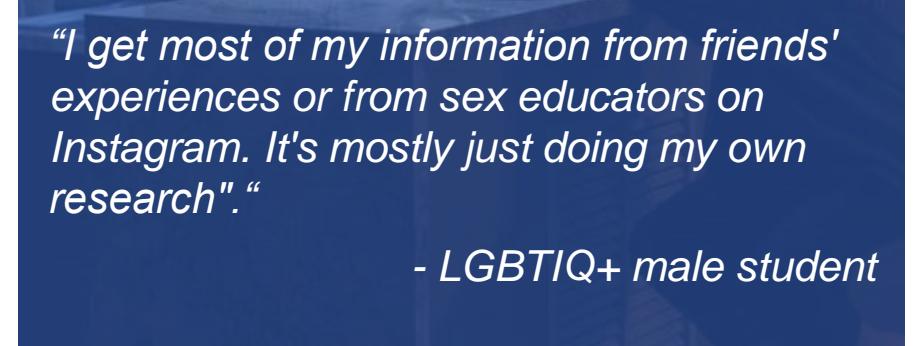
Lack of queer spaces leads to even more reliance on dating apps than is common to the mainstream. Apps such as Grindr are explicitly geared around casual sexual hook-ups. This leads to an even more pronounced transactional start to relationships, with fewer opportunities to form strong foundations of mutual respect.

Promiscuity and hypersexualisation in LGBTQI+ community ultimately blurs the lines of sexual violence. Sexually overt settings (e.g. gay clubs) in particular make it harder to recognize or call out instances of covert sexual harassment.



"It's really difficult to know what to do as a bystander in clubs. I've had queer friends, particularly trans women, who have been assaulted but it's hard to tell at first."

- LGBTQI+ male student



"I get most of my information from friends' experiences or from sex educators on Instagram. It's mostly just doing my own research".

- LGBTQI+ male student

Young heterosexual male students' approach to dating, sex and relationships



Young men conceptualise university relationships from low to high emotional investment



Low involvement relationships prioritise sexual outcomes.

These relationships typically start in party settings or through more sexually geared online dating apps (e.g. Tinder as opposed to Bumble). As a result, young men are more likely to view sexual interactions on a transactional basis, devoid of broader emotional implication/consequence. The result is that important steps in gaining consent can be bypassed by both parties, leading to blurred intentions, ultimately a precursor to sexual violence.

High involvement relationships prioritise deeper emotional connection in addition to sexual outcomes.

In these relationships, young men are **more likely to engage in open communication**, which permits a more nuanced navigation of consent as something that is fluid rather than linear.

The less men are invested in the future of relationships, the less inclined they are to have open communication from the outset. An environment which promotes low involvement relationships is one which fosters low empathy.

As individuals, young men feel pressure to live up to what they imagine to be society's expectation

Many young men feel that they should already 'know it all' and the fact that they don't often leads to lack of confidence and vulnerability.

Men resist placing themselves in situations that could undermine their control or confidence when engaging in intimate relationships. There is pressure to fulfil the role of the 'confident man' (i.e. a man who is as assertive, aloof, confident, 'good with women'), an image heavily influenced and propped up by traditional and modern media stereotypes. This pressure to be the 'confident man' leaves little room for uncertainty and promotes a fear of rejection and/or poor sexual performance. It prioritises male self-interest, places an emphasis on outcomes (i.e. sex or sexual interactions) and downplays the need for empathy in intimate relationships.

'The confident man' persona is the antithesis to vulnerability. The societal pressure to be a 'confident man' encourages men to view empathy and respect as secondary (even unnecessary) when engaging in intimate relationships.



*"There may be sexual pressures, such as a guy feeling **self-conscious** that his girlfriend has had better sex with other guys. Or there may be social pressures making each partner feel as though they need to behave and act in a certain way to please their partner or make sure their partner isn't jealous."*

- Male student

*"Even when you're pretty sure you're doing the right thing, **you can't help but question sometimes**. But you don't want to say so!"*

- Male student



Compared to women, young men are far less confident in their ability to communicate openly about sex and relationships

Open communication - perceived confidence (% Very Confident)

Base: All respondents

- Women were significantly more likely than men to express confidence across all behavioural actions related to sex and consent.
- LGBTQI students were significantly more likely to feel “very confident” in their ability to judge and assess situations involving respectful sex and relationships effectively, compared to the broader audience (all items related to introspective/reflective assessment or evaluation of self, others or situation).

 Indicates significantly higher or lower result compared to females (95% CI)


Q12. How confident do you feel doing each of the following?



In particular, young men reflect on themselves struggling to read and interpret women

Young men believe that women approach relationships differently, and that men and women have meaningfully different wants and needs.

Men think of themselves as being more interested in the act of sex itself than women. Women themselves express a similar thought, and that they are more likely to prioritise finding a connection.

These differences in priorities can lead to genuine confusion about what the other person is thinking or feeling.

It can also manifest on the part of the man as resentment, when the intentions of women seen to be ingenuine. The idea that women are 'playing games' by leading men along, playing hard to get, or declining to commit is a frustration to young men.

“... us boys are much more interested in sexual experiences and are generally 'hornier' than girls. [Girls] are certainly less often seeking sexual experiences than men (in general). I do think that women will tend to go for guys they feel a connection with, and be more reserved with guys they do not, as opposed to men being open to any sort of female attraction, and further sexual experiences.”

- Male student



It is widely accepted (by all genders) that men are more often ‘only after one thing’. This mindset allows men to shirk responsibility when it comes to having and expressing empathy in intimate relationships. It supports rigid gender role stereotypes and furthers the ‘gender divide’.

Young men are significantly more likely to express attitudes that promote rigid gender roles, stereotypes and expressions

Attitudes towards gender and inequality (% Agree)

Base: All respondents

- Young male university students were also significantly more likely to agree that at least part of the responsibility fell on women who were raped while under the influence of drugs or alcohol (13% vs. 4% young women).
- While LGBTQI held similar views as the broader population regarding gender roles and stereotypes, they were significantly less likely to agree that:
 - Men are naturally more dominant than women (36% vs. 58%)
 - Men are more interested in sex than women (27% vs. 43%).

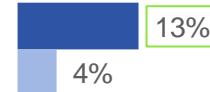
 Indicates significantly higher or lower result compared to females (95% CI)
 result compared to females (95% CI)

Q10. To what extent do you agree or disagree with the following?

Minimising violence against women

Promoting rigid gender roles, stereotypes and expressions

If a woman is raped while she is drunk or affected by drugs, she is at least partly responsible



Men are naturally more dominant than women



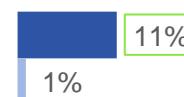
Women are naturally more in tune with their emotions than men



Men are more interested in sex than women



Women are less capable than men of thinking logically



When a heterosexual couple start dating, the woman should not be the one to initiate sex



■ Male (n=330)

■ Female (n=188)

But young men are equally as likely as young women to acknowledge, or disregard, the need for consent

Attitudes towards gender and inequality (% Agree)

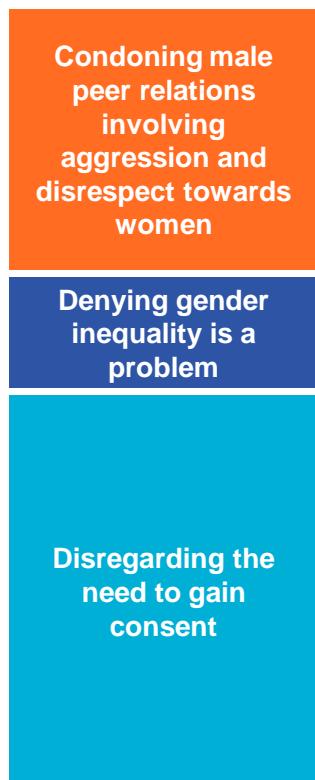
Base: All respondents

- Men were significantly more likely than women to express attitudes that minimise the issue of gender inequality and condone aggressive male peer relations towards women.
- ATSI* students were significantly more likely to agree that: "Women often say 'no' when they mean 'yes'" (29% vs. 15% of the broader audience).
- LGBTQI students were less likely to express views that condone aggressive male peer relations, deny gender inequality is a problem or disregard the need for consent.

Indicates significantly higher or lower result compared to females (95% CI)

Q10. To what extent do you agree or disagree with the following?

*Caution: low base size of ATSI students (n=30) – results are indicative only



It's natural for a man to want to appear in control of his partner in front of his male friends

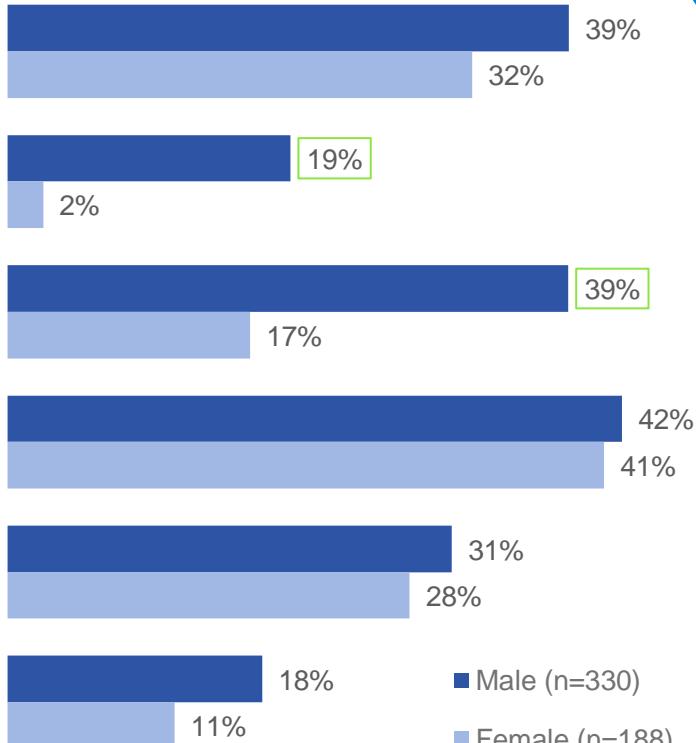
There's no harm in men making sexist jokes about women when they are among their male friends

Many women exaggerate how unequally women are treated in Australia

When a man is very sexually aroused, he may not even realize that the woman doesn't want to have sex

Women may find it flattering to be persistently pursued, even if they are not interested

Women often say 'no' when they mean 'yes'



At times, low involvement relationships are conceptualised as a game; a perspective aided by digital communication

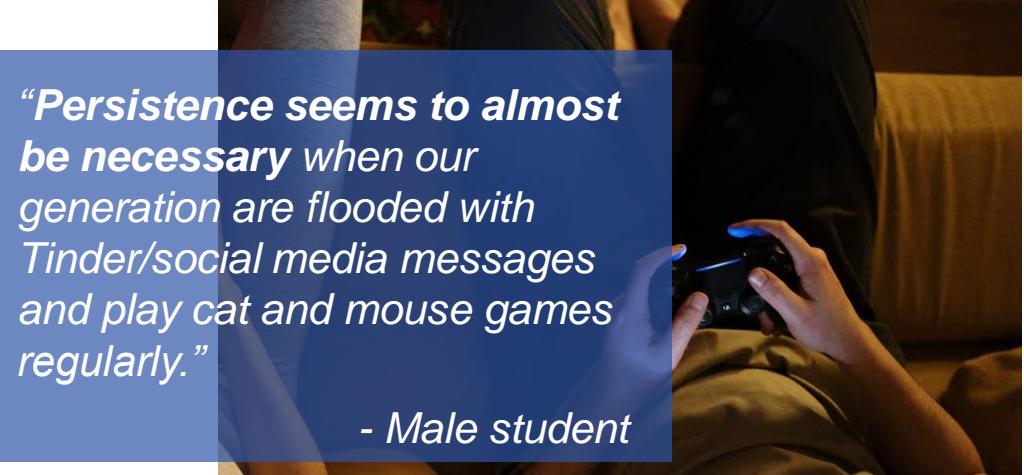
Young men tend to take an inherently self-interested perspective on relationships, referring to goals, obstacles, and levels they may pass through on the way.

As a result of the perceived increase in competition presented by social media/dating apps, young men often feel they have to be over-confident to get on an even footing with their peers and to advance with women.

Such goal orientation is a trap for some men who become preoccupied with advancing to 'the next level', strategizing based on self-interest rather than shared, mutually fulfilling outcomes.

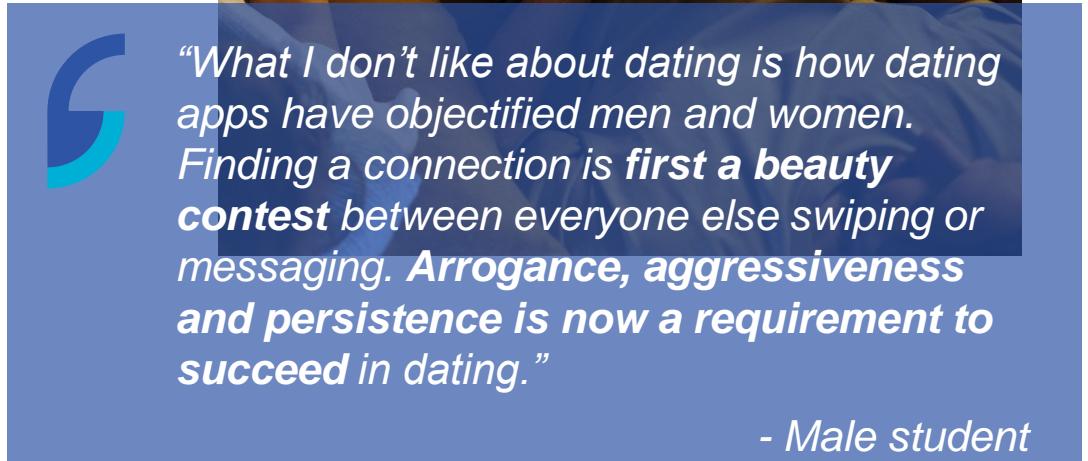
Challenging the construct of dating, sex and relationships as a game is likely to resonate with students.

It may present a mechanism to highlight the implications of self-interest, and support the normalization of open-communication in a mutually respectful relationship.



"Persistence seems to almost be necessary when our generation are flooded with Tinder/social media messages and play cat and mouse games regularly."

- Male student



"What I don't like about dating is how dating apps have objectified men and women. Finding a connection is first a beauty contest between everyone else swiping or messaging. Arrogance, aggressiveness and persistence is now a requirement to succeed in dating."

- Male student

Relationships are judged by some young men as a sacrifice, which can lead to a reluctance to invest in building respect

It is common for young men to express their desire not to let relationships get in the way of academic or career goals.

This can lead to relationships being treated as transactional, whereby young men weigh up the pros and cons of being in a casual or committed relationship (e.g. 'can I fit a relationship into my already busy life?').

When women are placed on a list of priorities, a less empathetic view (i.e. as a means to an end) emerges, which is detrimental to building respect and leads to dysfunctional attitudes.



*"I think as you grow older, you take on more responsibilities and that you need to be **ready to make a sacrifice in order to maintain social/romantic relationships**. This includes work, time by yourself, studies, and family."*

- Male student

In theory at least, the fundamentals of consent are consistently well understood by young men

The word ‘consent’ is common to students’ vernacular.

Most students are clearly knowledgeable and articulate about the topics of dating, sex and relationships. They are familiar with the prevailing debates around equality, drivers of violence, etc. Further, male students themselves recognise that there has been significant recent coverage of the topic of consent.

Believing themselves to have good understanding, they do not find reinforcement of the topic of consent to be engaging. As such, there is a risk that any communications with a rudimentary view of consent may be overlooked.

To be engaging, a campaign must build on rather than reinforce understanding of the straightforward principles of consent.



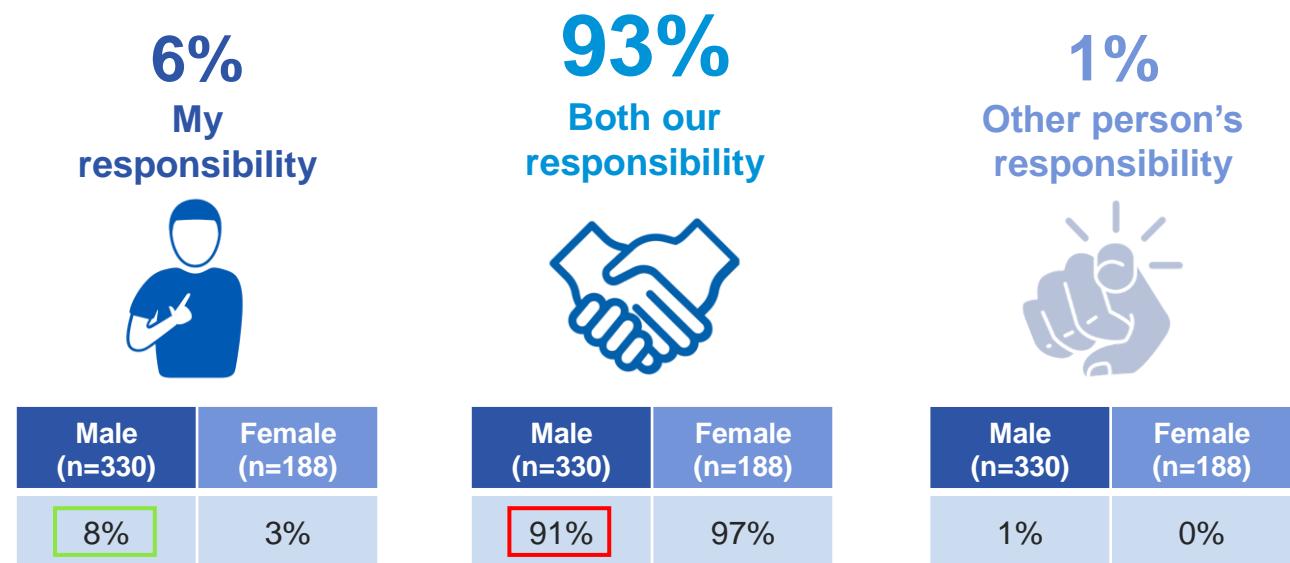
“ ‘No means no’ is a pretty simple concept. Consent is the most important thing when it comes to dating.”

- Male student

The majority of young men and women regard communication of consent as a joint responsibility

Communicating consent – perceived responsibility

Base: All respondents



- While there were no significant differences between demographics, those who agreed with the following statements were significantly more likely than the broader audience to believe it is "my responsibility" to ensure consent has been communicated in sexual situations:
 - "There is no problem in pressuring someone to do something if they have done it before"; 24% 'my responsibility'
 - "If someone is wearing revealing clothes, they are likely to be up for sex"; 19% 'my responsibility'
 - "Having sex with someone, even when you don't want to, is okay if you want to make them happy"; 16% 'my responsibility'

Those with more regressive views were more likely to place the onus on themselves to communicate consent in sexual situations.

Q9. In sexual situations, whose responsibility is it to ensure that consent has been communicated?

Indicates significantly higher or lower result compared to females (95% CI)

However, in practice, judging ‘the line’ is confusing, with many grey areas

In practice, young men find a simplified, objective perspective on where ‘the line’ is does not fit neatly into the real world of how relationships unfold.

Partners' body language, indirect conversation, sending mixed signals, etc. creates confusion and uncertainty which they are not equipped to navigate. In other words, they understand the theory but lack the empathy and the social skills to navigate the complexities of imperfect human behaviour.

Many young men are at a point of confusion where they become dissociated from the theory. Whilst they know in theory what healthy dating, sex and relationships could look like... in practice it's a confusing, messy and confronting world of imperfect human behaviours.

It is thought to require social confidence and deftness to be ‘successful with women’, but still be compliant with best practice.



To be meaningful and relevant, campaign messaging should deal with the application of consent, rather than reinforcing the theory.



“I guess there aren’t any hard rules. I’ve heard that when you’re intoxicated at all you can’t consent, and hence you might be sexually assaulting someone. I understand the concept but this is just impractical. What if both of you are drunk? What if you’re just slightly intoxicated?”

- Male student

Men consistently refer to three primary markers which enable them to gauge the extent to which behaviours ‘cross a line’

Markers for gauging whether behaviours ‘cross the line’:

1 Intensity of the behaviour

e.g. subtle behaviours such as making eye contact from across the room vs. explicit/overt behaviours such as touching someone’s leg.

2 Frequency of the behaviour

e.g. repetitively hitting on a woman throughout the course of an evening vs. asking a girl out once, then waiting months later to try again.

3 Contextual realities surrounding the behaviour

e.g. pursuing a woman with whom they have an established relationship vs. a stranger.

Some feel that behaviours are initially, briefly, acceptable, to test the waters (such as staring, sharing nudes if mutual trust exists, touching). **Consensus is that the clearest difference between indicating interest vs. harassment is whether the person on the receiving end is interested.** Men struggle with intuition and the ability to read another person’s wants and needs.

“If there is already a strong level of trust, communication and a clear set of boundaries then as long as they are respected and not crossed then it is not wrong, however when boundaries are crossed, or the person is knowingly making the other person feel uncomfortable then it is absolutely wrong.”

– Male student



Young men in university, even the least progressive, tend to have a grasp on the fundamentals of what constitutes a healthy relationship

Young men broadly understand what is right and wrong in relationships and are generally compelled to do the right thing.

In general, young men are already able to articulate what a healthy and respectful relationship looks like in theory, and confidently assert that open communication plays a fundamental role in achieving this outcome.

However, there is a gap between attitudes and behaviour; while men often argue that 'just talking about it' prevents crossing the line in intimate relationships, most admit that it is often 'not that simple'.

It will be important for any campaign to address the barriers to open communication to ensure the shift occurs at a behavioural level.



“Respect and communication is key to a healthy and respectful relationship. Individuals should analyse a situation, review what went wrong and then think of the best solution to resolve it in a respectful and healthy manner that is not causing harm on the other individual within the relationship.”

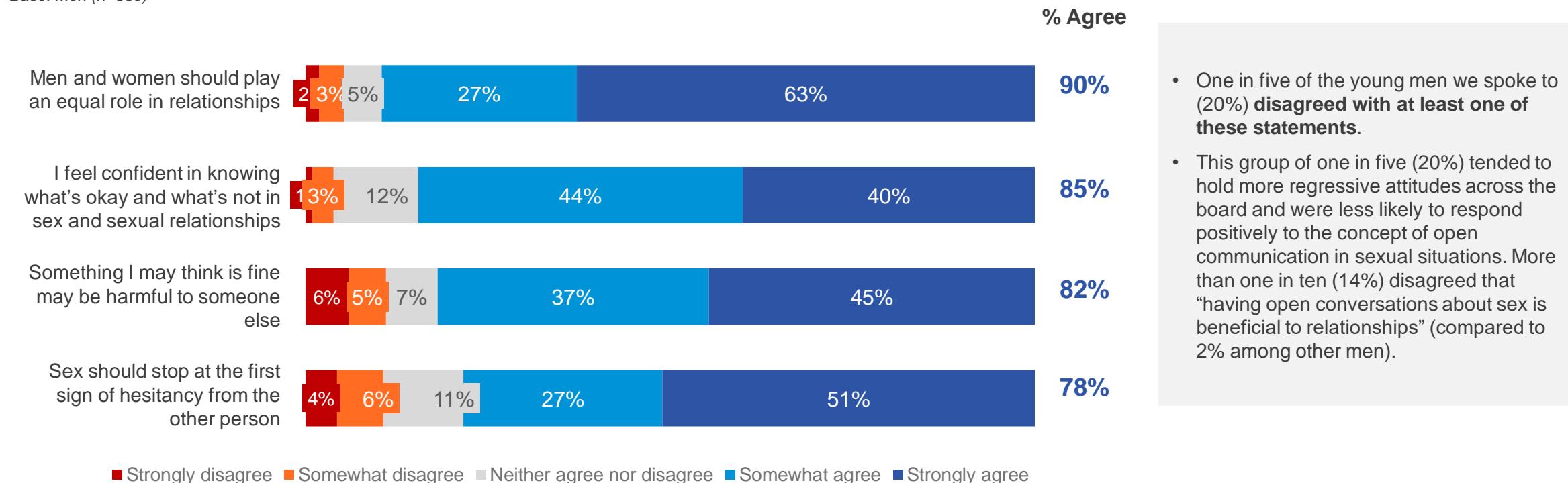
- Male student



The vast majority of young men agree that men and women should play an equal role in relationships

Attitudes towards consent by male university students

Base: Men (n=330)



Q8. To what extent do you agree or disagree with the following statements about sex, dating and relationships?

Q11. To what extent do you agree or disagree with the following?

Although young men self-identify as committed to not causing harm, they underappreciate the less overt forms of harm

Young men believe themselves to be respectful, mindful and considerate of consent and respect, and not causing harm.

Reflecting on harm, men naturally think of overt harm (physical or verbal violence) top-of-mind. This is largely to the exclusion of more subtle forms of harm. They also have a blind-spot to how smaller instances of harm can accumulate over time, and to how harm can manifest with time as women reflect later on bad experiences.

Men are more likely than women to brush-off subtle forms of crossing the line as being “creepy” or “annoying”, potentially undermining the seriousness of these outcomes to the person on the receiving end.



There is a job to be done to raise awareness and empathy towards the range of ways harm can be caused, how it can be accumulative, and how it can manifest over time.

When prompted on whether ‘Making sexual gestures or suggestive comments to someone to ‘make a move’ on them’ is wrong:



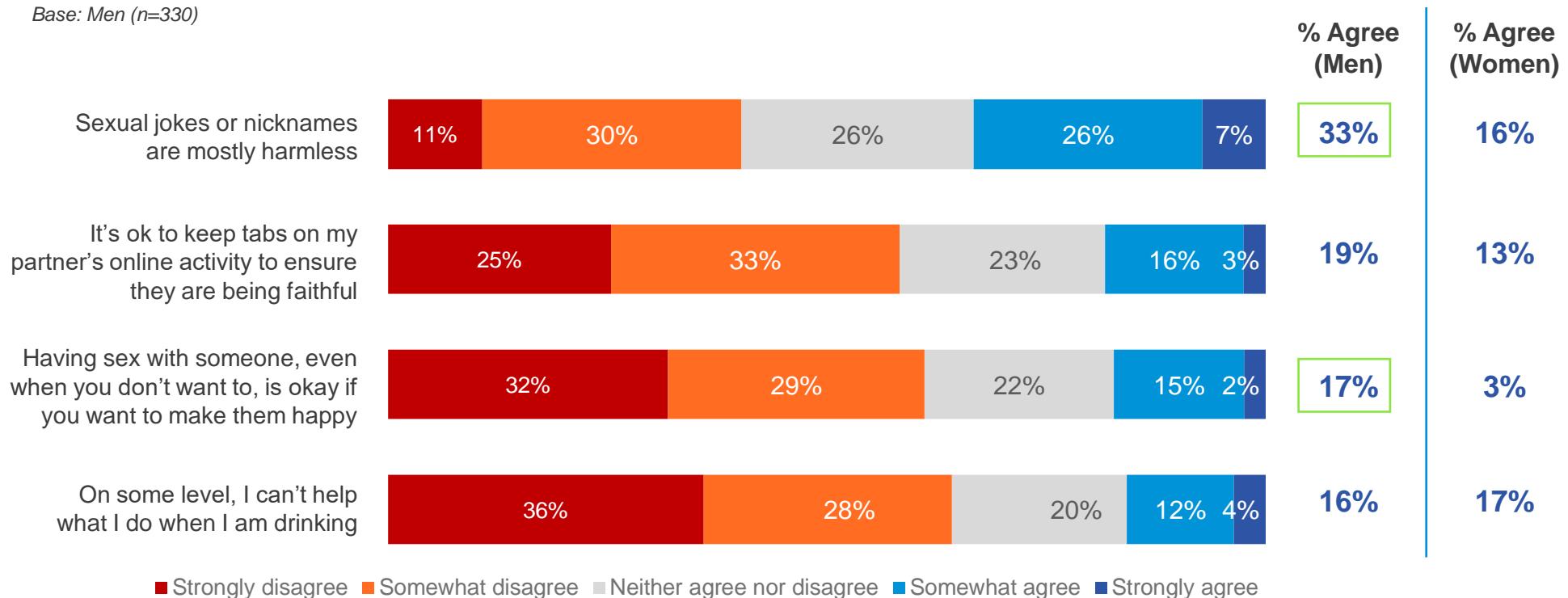
*“This to me just sounds like physical forms of flirting, and as with any other type of flirting, **it can be creepy or it can be effective**. It all depends on how the artist reacts to their crowd.”*

- Male student

Because of their subtlety, sexual jokes or having sex to appease a partner are some of the more ‘accepted’ harmful behaviours

Attitudes towards less overt forms of harm by male university students

Base: Men (n=330)



Q8. To what extent do you agree or disagree with the following statements about sex, dating and relationships?



Indicates significantly higher or lower result compared to females (95% CI)

However, this generation of young men actively embrace opportunities to grow and learn; self-improvement is aspirational

Young men acknowledge the differences between high school and university and the expectations on them to mature as they are transitioning into adulthood.

Male students embrace this period of self-discovery and growth. While there are many challenges in re-shaping attitudes and behaviours, young men are fundamentally pre-disposed to growing, learning and maturing, so that they may become a better version of themselves.

The greatest obstacle men recognise is separating themselves from the prevailing masculine culture and the expectations that brings.

Young men self-identify their generation takes an aspirational outlook and are open to growing and learning new things about themselves and others. Campaign messaging should seek to leverage this position.



*"I'm a completely different person now compared to who I was in high school. **University gives people the time and space to figure out who they want to be, something you definitely don't get when you're at school.**"*

- Male student



“Open communication is really the only solution [to making sure you don’t cross the line]”.

- Male student



Young men acknowledge their role in preventing sexual violence and benefit of open communication in sexual interactions



87%

of young men agree that
“having open
conversations about sex is
beneficial to relationships”

Compared to 93% of women



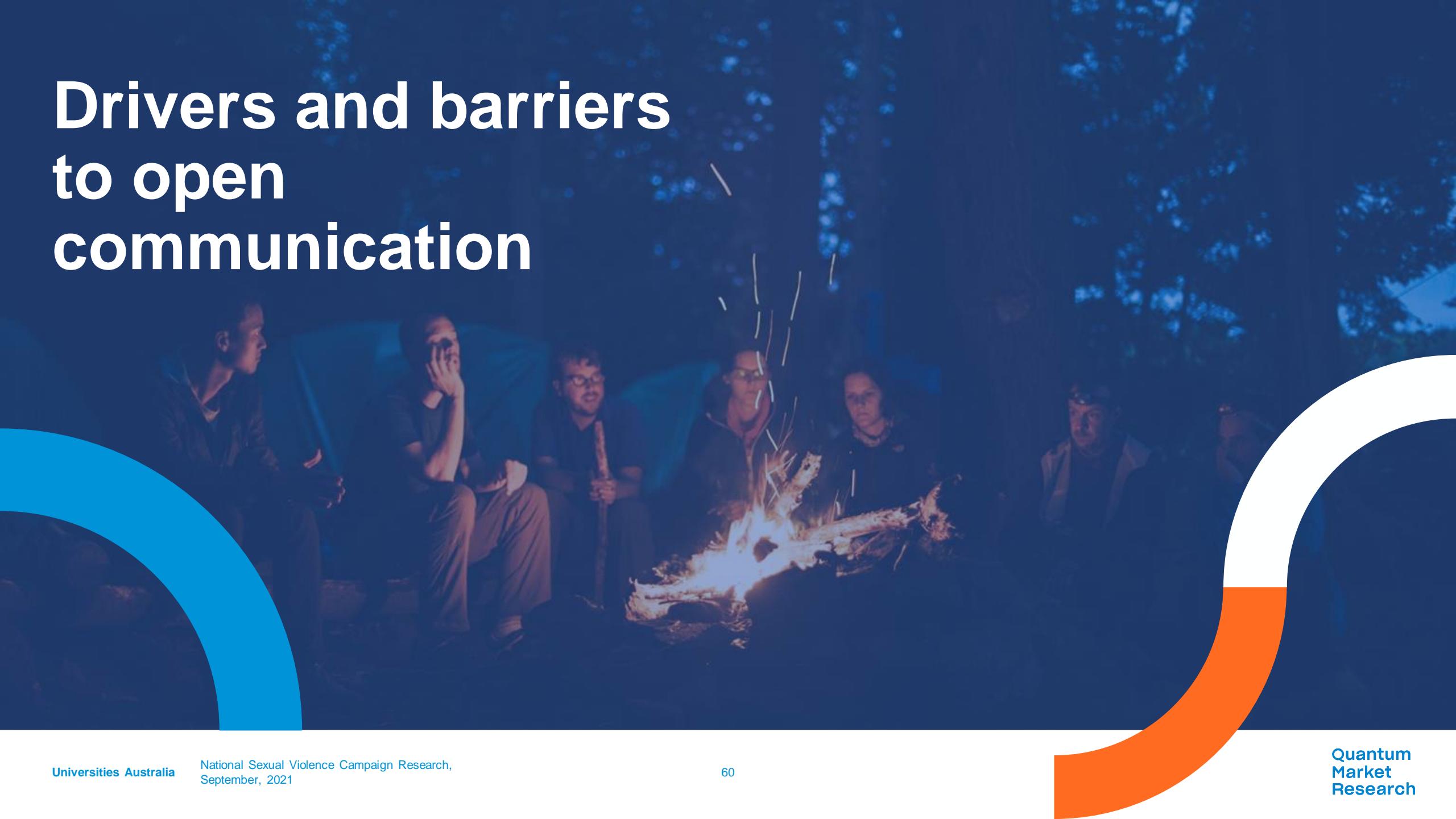
81%

of young men agree that
“I have a role to play in
preventing sexual
violence”

Compared to 86% of women

*Base: All respondents
Q11. To what extent do you agree or disagree with the following?*

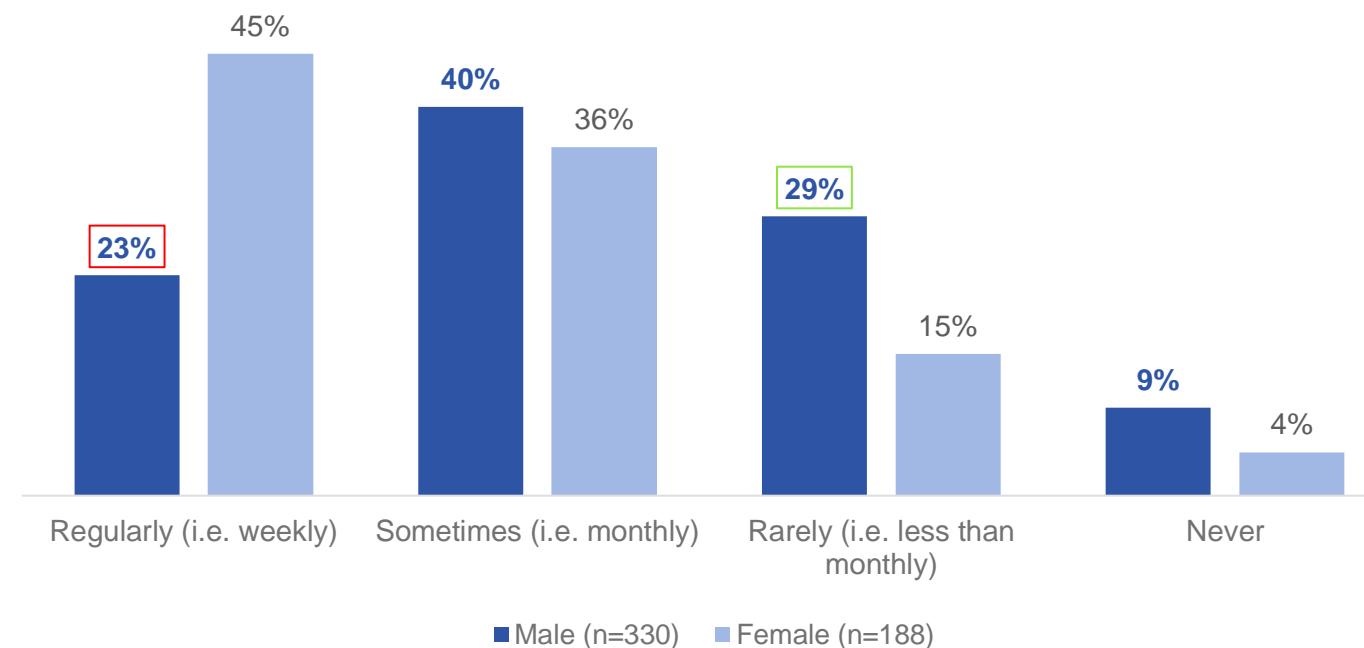
Drivers and barriers to open communication



Despite recognising the importance of open communication in sex, men are having far fewer conversations about the topic

How often conversations about sex, dating and relationships are being had

Base: All respondents



- Male members of the LGBTQI community are the exception, with significantly more likely to at least being having conversations **“sometimes”** (58% vs. 38% heterosexual young men).

Nevertheless, young men do recognise that more could be done, with one in three (65%) agreeing that **“I could be more active in having conversations about sex and respectful relationships”** (compared to 68% of women).

Q.13. How often would you have a conversation about sex, dating and relationships with friends or intimate partners?

Q.11. To what extent do you agree or disagree with the following?

■ Indicates significantly higher or lower result compared to females (95% CI)
■

There are a range of barriers that inhibit men from initiating open communication

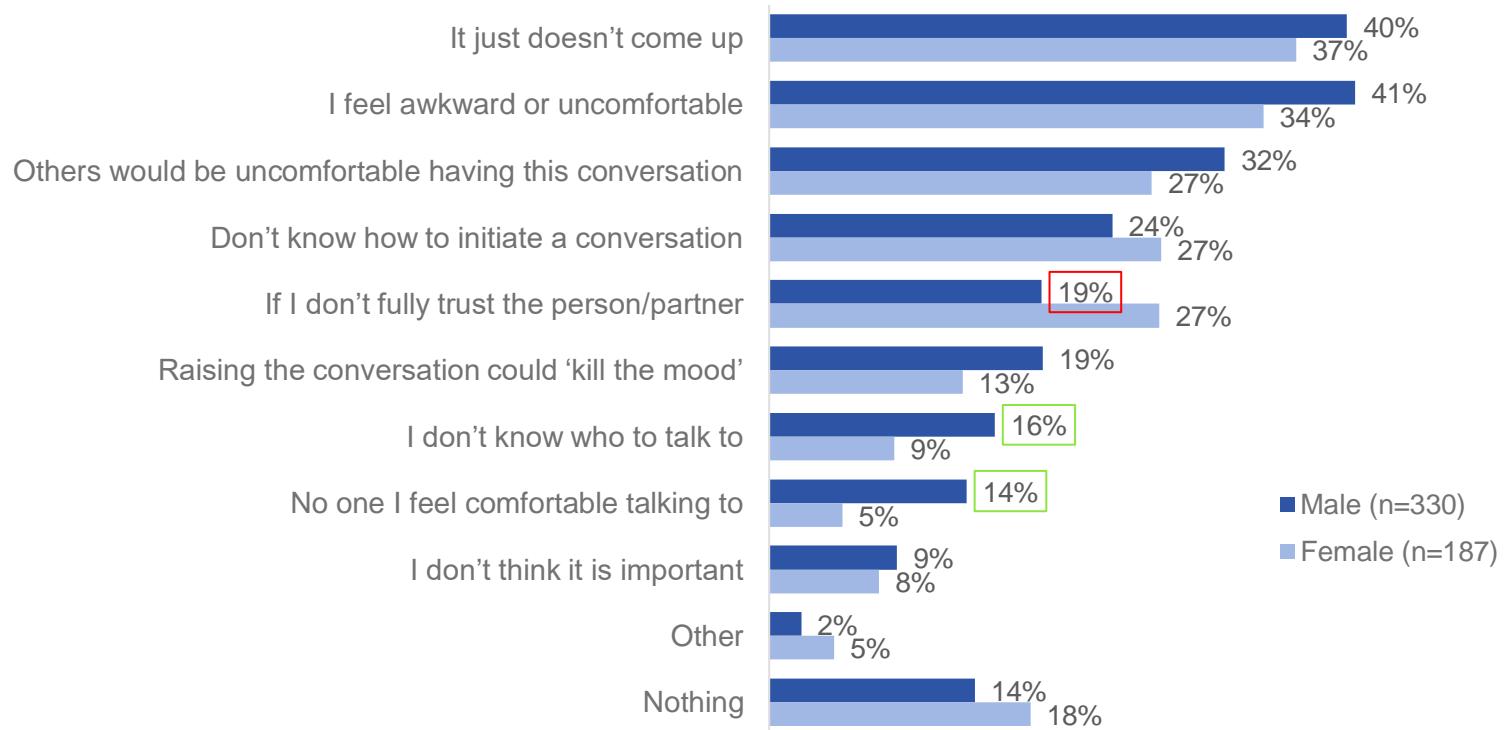
Barriers to open communication:

Feeling intimidated or underconfident	Perceived stigma	Environmental and social factors	Fear of rejection, or killing the mood
<p>In theory you'd 'just ask her', but in practice this is too intimidating to action.</p> <p>In particular there is a concern that women do not always respond to such vulnerability constructively and may use it as an opportunity to tease or belittle men.</p> <p><i>"Sometimes you don't know how to bring it up... I think that lack of experience can also play into that."</i></p> <p>- Male student</p>	<p>Young men point to the cultural stigma around talking openly about sex as preventing them from speaking up.</p> <p>Raising discussion of sex, particularly outside of the bedroom, is rude or taboo.</p> <p><i>"There's a stigma about sex and relationships built up here in Australia. Its private. People don't like talking about it. Parents don't like talking about it. Its ingrained in our culture not to do it."</i></p> <p>- Male student</p>	<p>Overwhelmingly, students point to alcohol and drugs as a key factor in instances where 'the line' is crossed. Such conditions, particularly at parties and bars/clubs, are an inhibitor to mutually respectful dialogue.</p> <p>Social pressure to be sexually active also prompts young people to skip past open communication.</p> <p><i>"A strong factor is the pressure from friends and to not be viewed as a "loser"."</i></p> <p>- Male student</p>	<p>Young men are concerned that objectively raising the subtleties of consent will 'kill the mood', create embarrassment or otherwise be a set-back to them ascending scales of intimacy. Asking for consent directly is perceived to be incongruent to their end goal.</p> <p><i>"[When a couple are casually dating], they know each other well enough to know the boundaries without having to kill the mood by having that conversation to find out."</i></p> <p>- Male student</p>

It is common for young men to feel uncomfortable starting or having the conversation, and there is a perception that others feel the same

Barriers to having an open conversation about sex, dating and relationships with friends or intimate partners

Base: All respondents



- Young men with predominantly male friends were more likely to indicate that "there's no one I feel comfortable talking to" about sex, dating and relationships (17%) compared to those with both male and female friends (8%). This group was also more likely to simply believe that having open conversations about the topic is 'not important' (13% vs. 5% of men with both male/female friends).

- Young men with lower overall confidence when engaging in sexual situations were significantly more likely to "feel awkward or uncomfortable" (46% vs. 22% those with higher confidence) and/or unsure how to "initiate a conversation" (28% vs. 9%).

Q 14. Is there anything that stops you from having an open conversation about sex, dating and relationships with friends or intimate partners?

■ Indicates significantly higher or lower result compared to females (95% CI)



S

*"I think I'd worry about making my partner uncomfortable or saying the wrong thing. **It's just awkward, I don't know why.** Even though I know it shouldn't be".*

- Male student

A sense of awkwardness underpins the discomfort young men feel engaging in conversations about this topic



23%
of young men agree that
“I feel awkward or
uncomfortable talking to
my intimate partners
about sex”

Compared to 15% of
women



45%
of young men agree that
“I feel awkward or
uncomfortable talking to
my friends about sex”

Compared to 25% of
women



52%

of young men agree that
“**Lots of my friends have open conversations about sex and relationships**”

Compared to 73% of
women

Base: All respondents
Q11. To what extent do you agree or disagree with the following?

Indicates significantly **higher** or **lower** result compared to males (95% CI)

Facilitators to communication ranged from avoiding personal repercussions to empathy for others

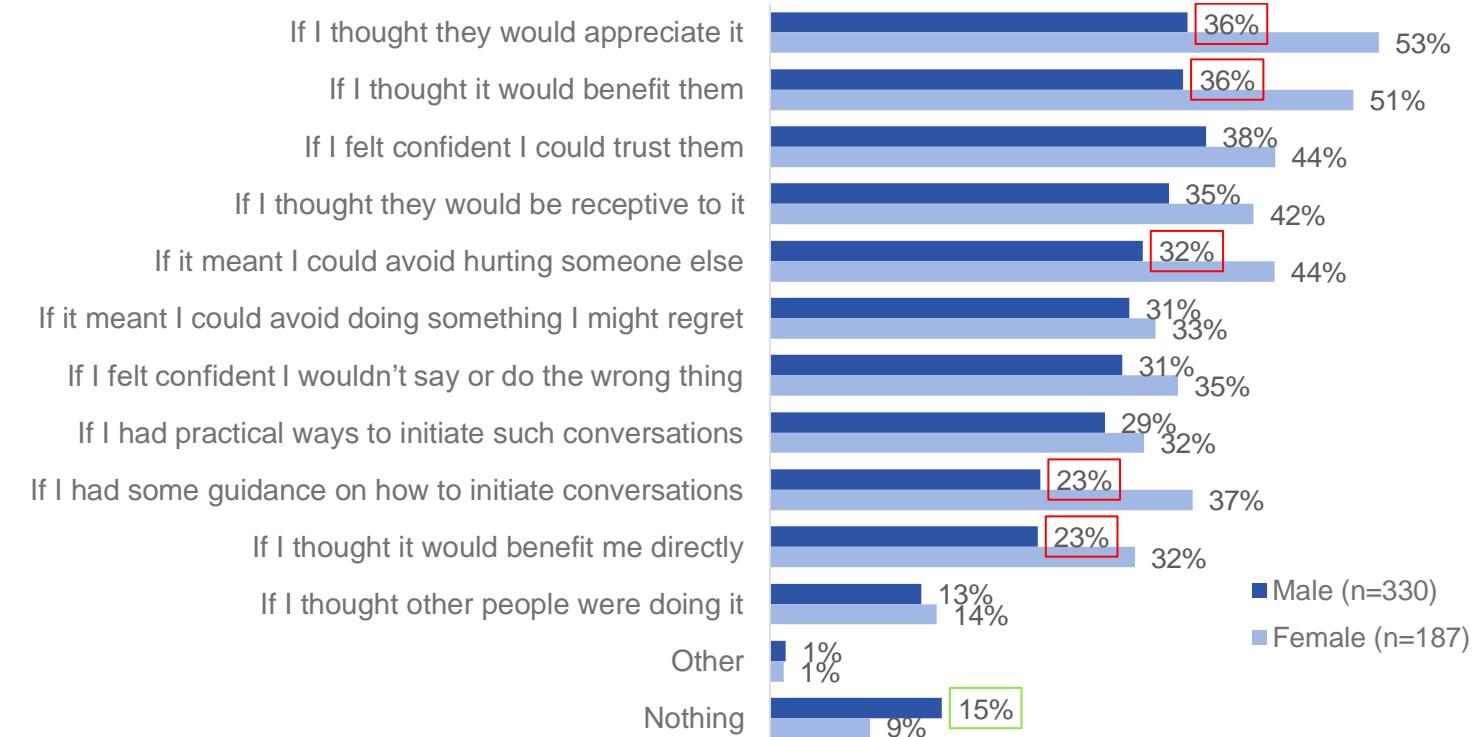
Facilitators to open communication:

Avoiding personal repercussions	A culture of respect	Influence of other women	Being recognised as mature
<p>For young men that hold more regressive attitudes towards gender equality, sex and dating, the primary driver for adherence to the subtleties of respectful best-practice is driven by self-interest rather than empathy. They do not want to stand out as 'creepy' or get a reputation for being abusive.</p> <p><i>"You have so many things to care for - first is your reputation; you don't want to be known for what we call a "playboy" because it might sound cool but you will regret this as you get older and older."</i></p> <p>– Male student</p>	<p>Progressive men want to see themselves as enlightened and progressive – it's aspirational for them to be respectful.</p> <p>They perceive themselves to be surrounded by others that uphold the notion of respect.</p> <p><i>"I have a supportive and respectful group of friends who would always call someone out for behaviour that is considered wrong."</i></p> <p>– Male student</p>	<p>Young men raised in feminine or maternalistic environments, or with close female friends, take a more empathetic position. They have a more complete awareness of how harm can manifest. This results in more respectful relationships and is a clear indicator that reinforcing such appreciation, and in turn empathy, can lead to more consistently positive outcomes.</p> <p><i>"My parents discussed the importance of consent and how to ensure that the other person involved is comfortable and safe."</i></p> <p>– Male student</p>	<p>Critical to young students' self-esteem is that they are more mature than their high school counterpart.</p> <p>This can manifest as a perception of being 'successful with women', as women are assumed to value more mature men.</p> <p><i>"Since high school I believe I have become more independent and gained more clarity with the importance of social situations and able to make better decisions."</i></p> <p>– Male student</p>

Quantitatively, primary drivers of open communication centered around positive outcomes related to benefits for the other person (empathy)

Facilitators to having open conversations about sex, dating and relationships with friends or intimate partners

Base: All respondents



- Young men who operate in predominantly male peer groups were generally less likely to feel any of these considerations would increase their likelihood to have open communication about sex, dating and relationships compared to those with both male and female friends.
- Men who 'never' have conversations about sex, dating and relationships with friends or intimate partners were significantly more likely to say "nothing" would encourage them to open up in this way (32%).
- Interestingly, young Australian men (34%) were significantly more likely than those born overseas (19%) to indicate they would be more likely to engage in these conversations "if I felt confident I wouldn't say or do the wrong thing".

Q 15. Is there anything that would make you more likely to have open conversations about sex, dating and relationships with friends or intimate partners?

■ Indicates significantly higher or lower result compared to females (95% CI)

■ Indicates significantly higher or lower result compared to females (95% CI)

For men to begin to initiate open conversations with friends and intimate partners, two key things are required

Currently, young men believe that vulnerability is the antithesis of what's attractive to women. They also lack the confidence to have these conversations. There is a need to:

1

Provide reassurance that open communication is congruent with their goals

- This may involve communicating that women in fact think that open communication *is* attractive and that it will lead to better outcome in relationships and in the bedroom.

2

Provide them with the skills and confidence to gain consent and talk more openly.

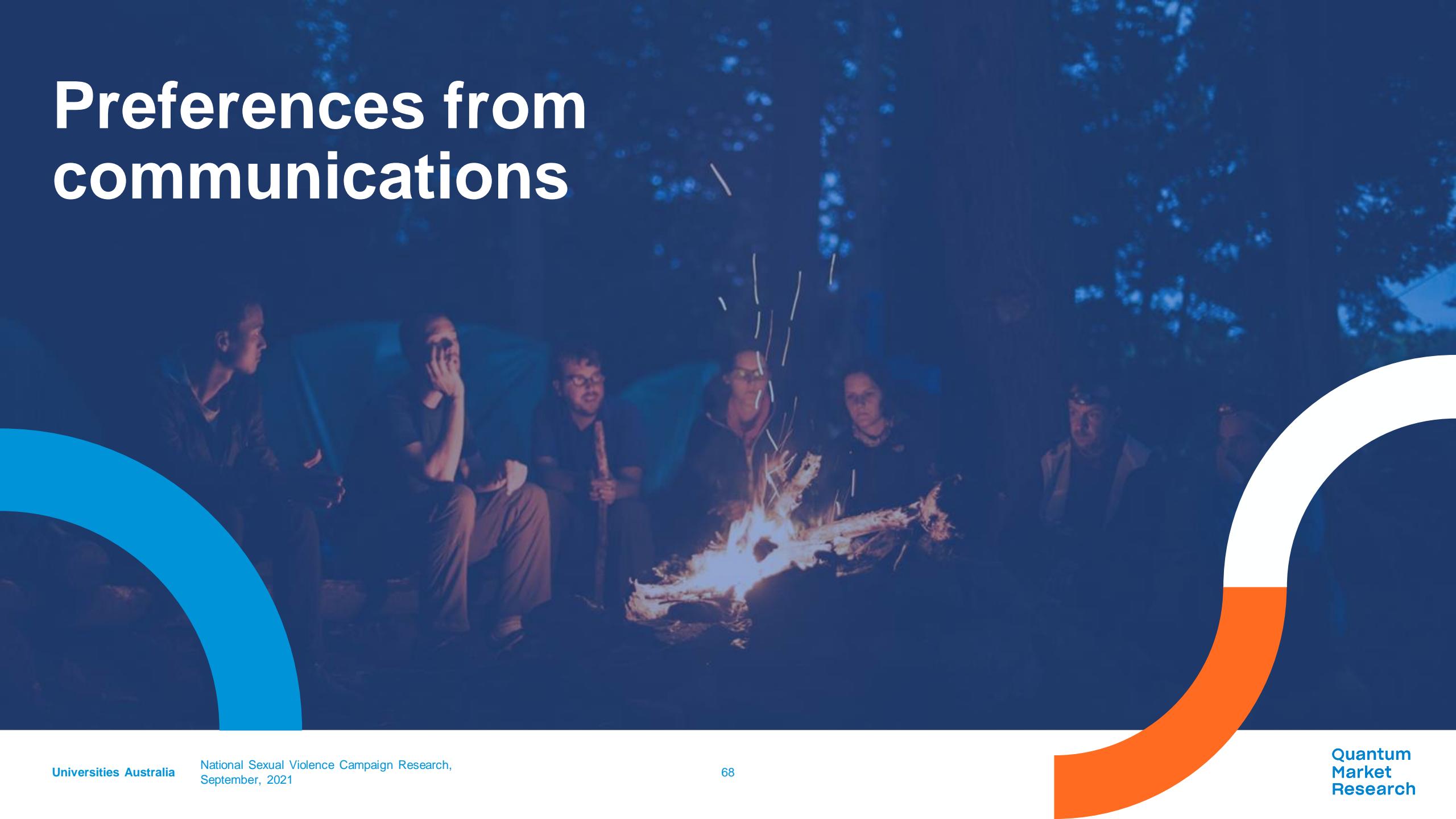
- This may come in the form of prompts for subtle check ins, or conversation starters that don't feel awkward or forced.

In addition, the campaign must:

- Overcome an implicit obstacle by normalising that awkwardness and imperfection are a part of open communication.
- Generate personal relevance by raising empathy for more subtle forms of harm.



Preferences from communications



Students are acutely aware that there is an increasing amount of this type of communication in the market

Students recall domestic violence campaigns top-of-mind; those tackling overt disrespect and violence towards women.

By enlarge, students do not feel they are the target audience for the majority of above-the-line communications they've seen recently (which they assume is aimed at slightly older audiences in more substantial relationships (e.g. living together)).

Furthermore, the 'inappropriate' behaviours illustrated in some above the line campaigns are so obviously wrong (e.g. shouting at your wife in public) that they are implicitly agreeable. As such students don't feel that the message is meaningful to them.

Students only recall the hard-hitting and most confronting campaigns. Whatever more subtle messaging is out there, including content being created by universities, is not leaving an impression.

Whilst some recall the notorious 'milkshake ad', its legacy is the controversy surrounding the campaign rather than the intended message.

Campaigns more often recalled:



There is thought to be a lack of communications regarding respectful relationships targeted to university students

Few students recall student-centric communications on the topics of dating, sex and relationships.

There is some very limited recall of the 'Respect. Now. Always.' campaign. Few recall modules on consent being offered by their university.

Overwhelmingly students feel there should be more communications on this topic and welcome a campaign within their university setting. Students feel they are not being educated in a consistent/universal way for their life stage and maturity level.



*"I've seen my university's '**Respect, now, always**' campaign. They have established a mandatory '**consent matters**' module for every first-year student at UTS, especially if they are living on campus."*

- Female student



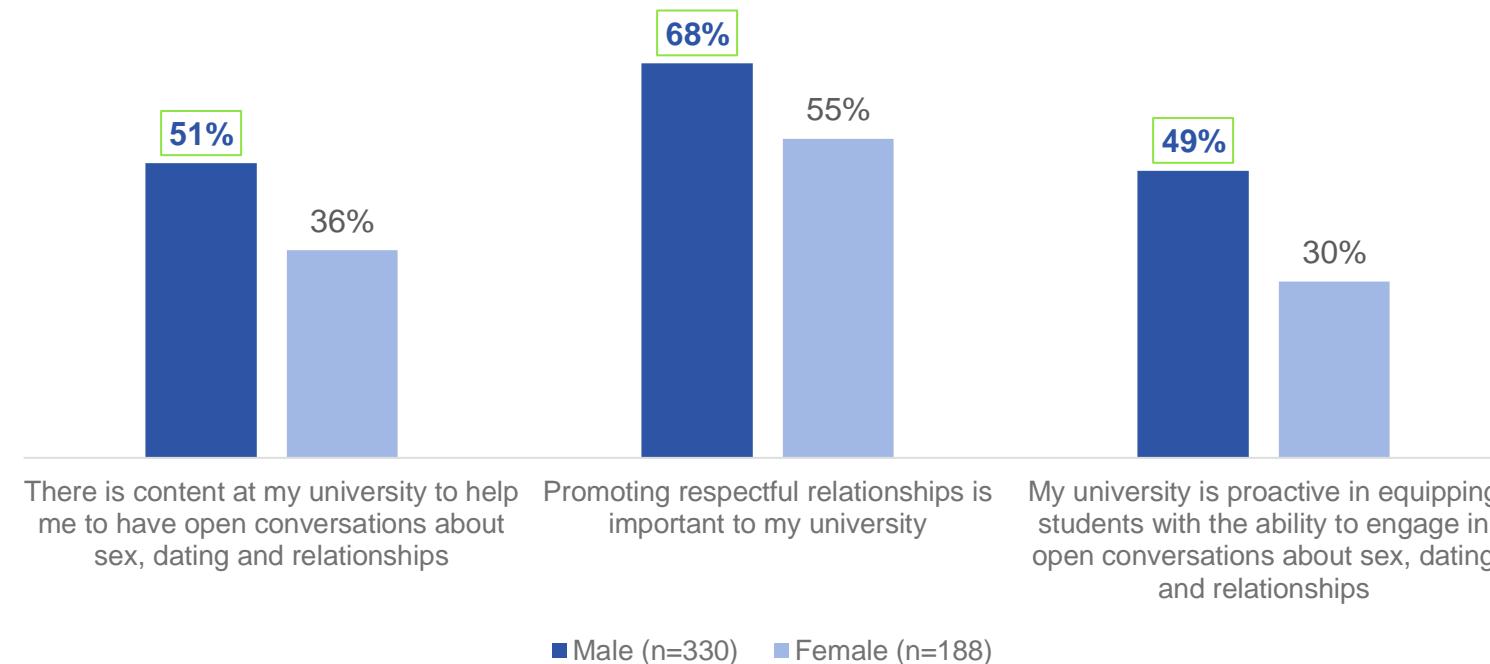
"The place where I hear the most about dating, sex and relationships is through a Facebook page run by students at a uni where people can submit anonymous love letters and vent about their relationships, ask for advice or find someone."

- LGBTIQ+ male student

However, this perceptions is more prevalent among young women than young men

Perceived support offered by universities

Base: All respondents



- Members of the LGBTQI community were significantly less likely to believe "there is content at my university to help me have open conversations about sex, dating and relationships" compared to the broader student community (43% vs. 55%).

Q.16. To what extent do you agree or disagree with the following?

Students living in NSW are significantly more likely than those in other states to believe their universities offer adequate support

Perceived support offered by universities – by location

Base: All respondents

	NSW	VIC	QLD	SA	WA	ACT	NT	TAS
There is content at my university to help me to have open conversations about sex, dating and relationships	53%	45%	36%	36%	40%	42%	50%	56%
Promoting respectful relationships is important to my university	67%	62%	64%	45%	63%	83%	50%	56%
My university is proactive in equipping students with the ability to engage in open conversations about sex, dating and relationships	51%	42%	33%	39%	33%	42%	50%	78%
Column n	195	161	70	33	41	10	2	5

- Young men and women living in South Australia were significantly less likely to believe that “promoting respectful relationships is important to my university” (45%).

Q.16. To what extent do you agree or disagree with the following?

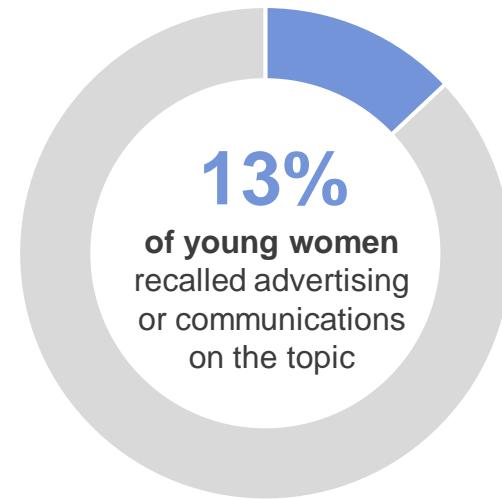
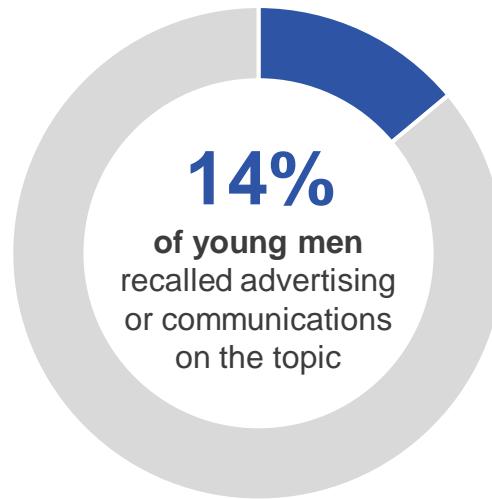
Indicates significantly higher or lower result compared to total (95% CI)

Indicates significantly lower result compared to total (95% CI)

Overall, one in seven (14%) recalled having seen any advertising or communications that support healthy, respectful relationships

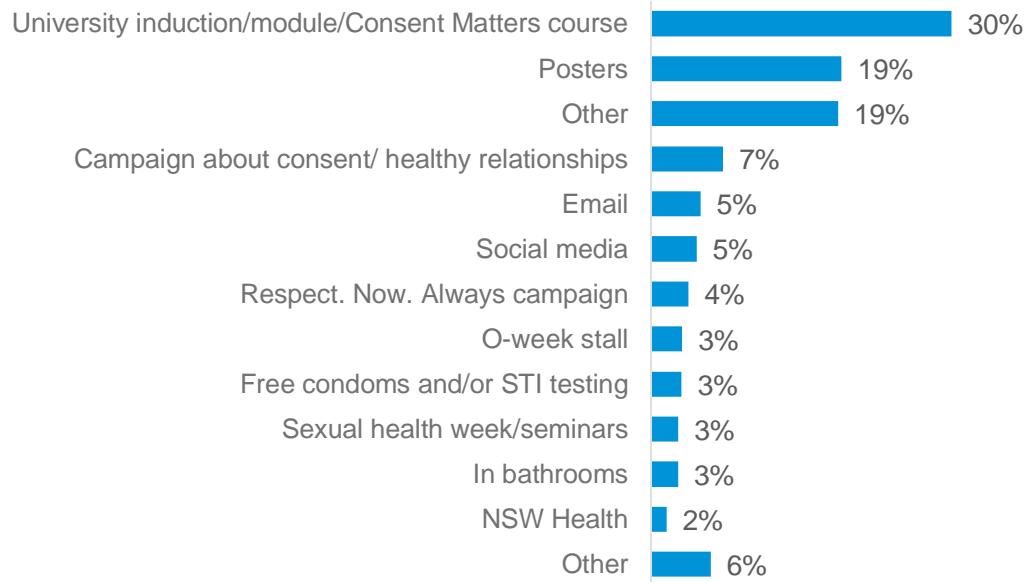
Recall of advertising or communications related to supporting students to have healthy relationships

Base: All respondents



(n=70)

Where seen advertising?

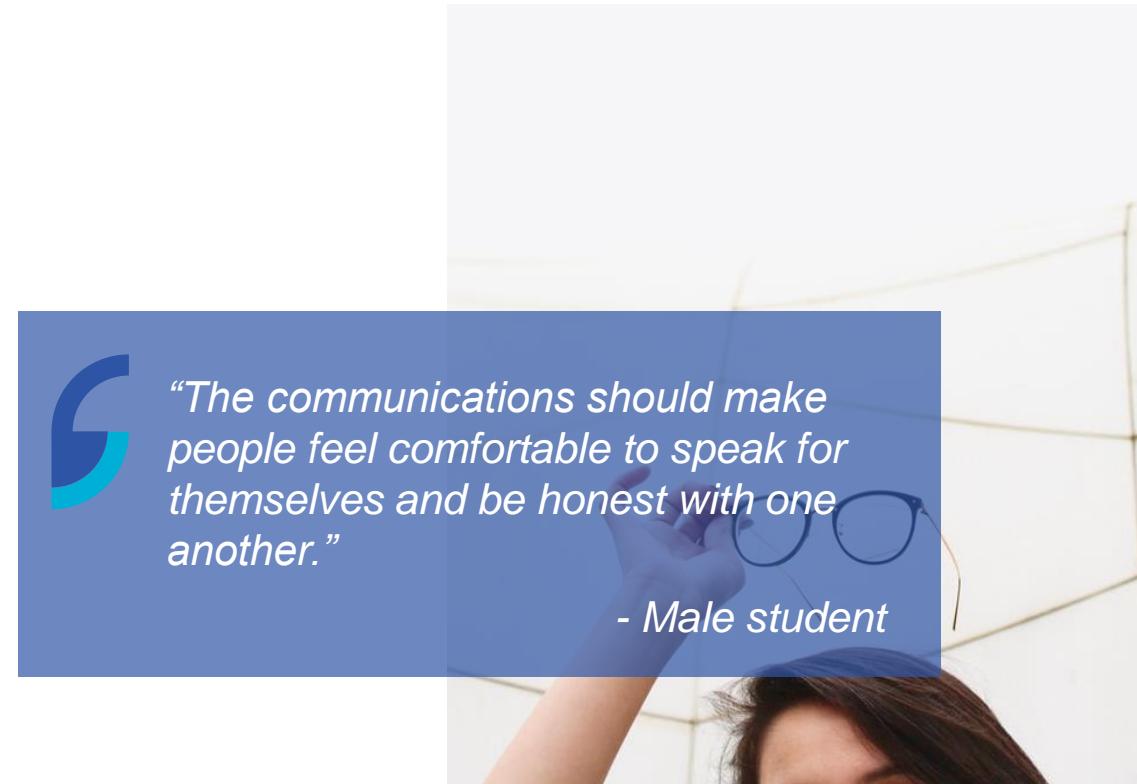


Q.17. Have you seen any advertising or communications recently that support students to have healthy, respectful and positive sexual relationships?

Students are looking for guidance on a range of topics relating to respect and consent

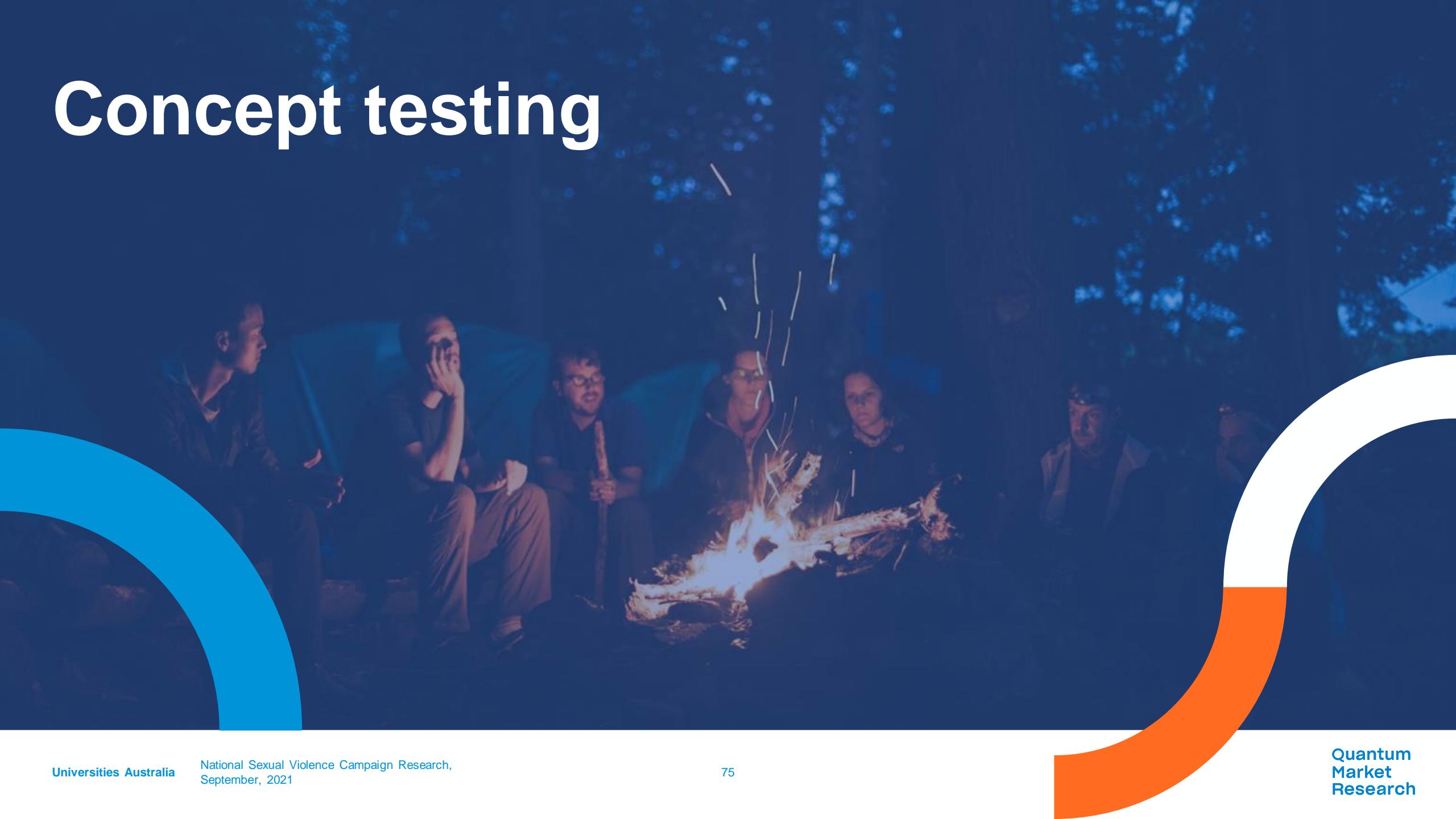
Topics students express interest in:

- Consent – beyond the basic concept, including knowing when to stop
- Communication and reading body language
- Promoting / normalising healthy and open communication
- Navigating drugs and alcohol
- Addressing issues which occur both in and out of the bedroom (don't only focus on explicit sexual consent)



Importantly, students insist that communications must be genuine, authentic, 'real-world' and direct. Consent and sex should be specifically mentioned, without the use of vague and unnecessary metaphors. Young people want to be treated as mature, so the campaign should leave no ambiguity in recognizing students as sensible adults.

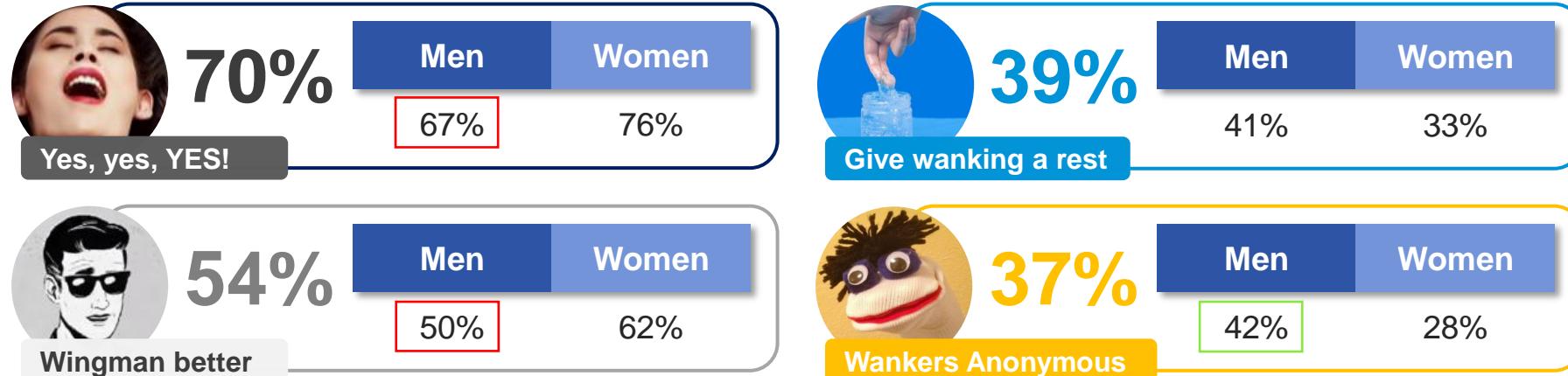
Concept testing



Yes, yes, YES! is the preferred concept among both young men and women

Preferred concept – Frequency of Top 2 ranking

Base: All respondents



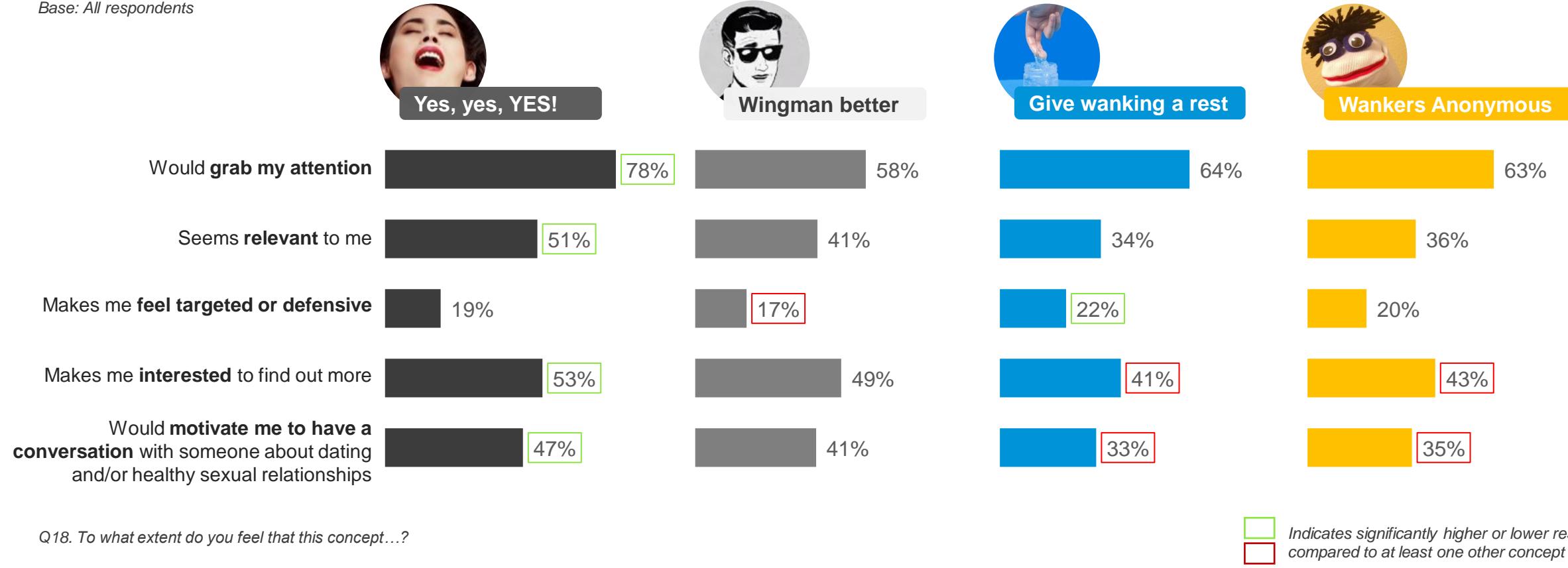
- Although young men were significantly less likely than women to rank Yes, yes, YES! And Wingman Better as their top preference, these concepts still performed better among this audience than any other idea tested.

Q 19. Please rank the concepts you have just seen in order of preference, with the one you liked the most at the top, and the one you liked the least at the bottom.

Yes, yes, YES! is the most attention grabbing, relevant, interesting, motivating and less likely to result in unintended consequences

Concept performance - overall

Base: All respondents



There is some risk of Yes, Yes, YES! being seen as less relevant to young men – but it is still the best performing of all concepts

Concept performance – split by men/women

Base: All respondents

- Yes, yes, YES! was also the strongest performing concept among minority groups (LGBTQI, ATSI and international students).

		Yes, yes, YES!		Wingman Better		Give wanking a rest		Wankers Anonymous	
		Male	Female	Male	Female	Male	Female	Male	Female
Would grab my attention		75%	82%	54%	64%	62%	68%	61%	66%
Seems relevant to me		48%	58%	40%	43%	40%	24%	42%	25%
Makes me feel targeted or defensive		20%	17%	20%	12%	27%	13%	25%	10%
Makes me interested to find out more		51%	57%	47%	54%	41%	40%	43%	44%
Would motivate me to have a conversation with someone about dating and/or healthy sexual relationships		45%	49%	35%	52%	33%	32%	37%	32%

Q 18. To what extent do you feel that this concept...?

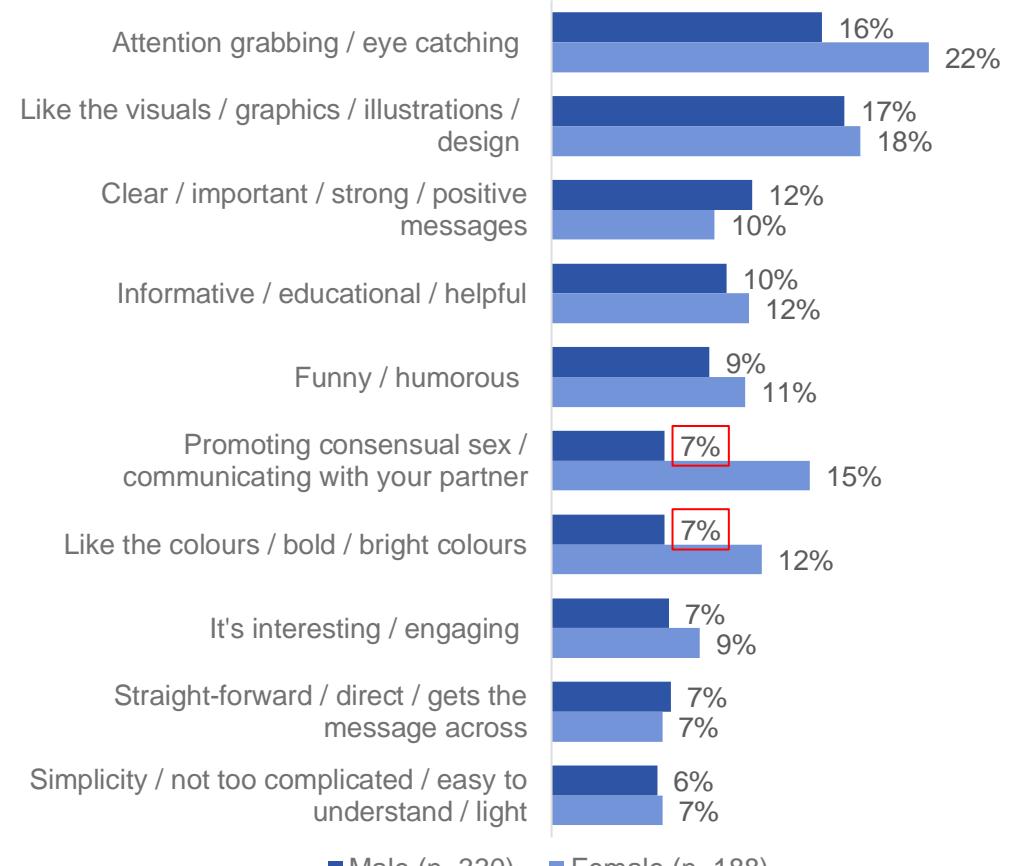
█ Indicates significantly higher or lower result compared to females (95% CI)
█ Indicates significantly lower result compared to females (95% CI)

More than anything, the concepts are thought to be eye-catching, visually attractive and clearly communicate important, positive messages

Q20a. What did you **like most** about the concepts you have just seen?

Concept strengths – open ended (Top 10 responses)

Base: All respondents



■ Male (n=330) ■ Female (n=188)

■ Indicates significantly higher or lower result compared to females (95% CI)

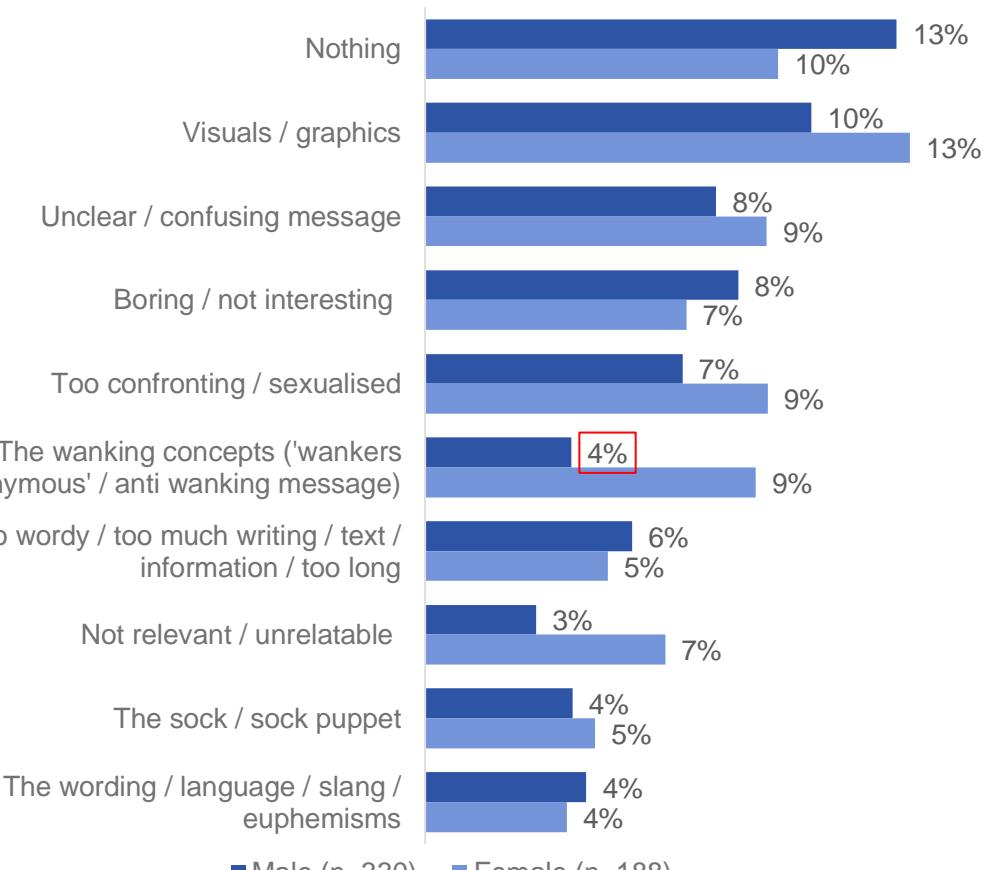
While a greater proportion found the visuals and message the concept strengths, this can also be a key detractor for some; others found the concepts boring or confronting

- Young women were significantly more likely to dislike the concepts related to masturbation than young men.

Q20a. What did you **dislike most** about the concepts you have just seen?

Concept weaknesses – open ended (Top 10 responses)

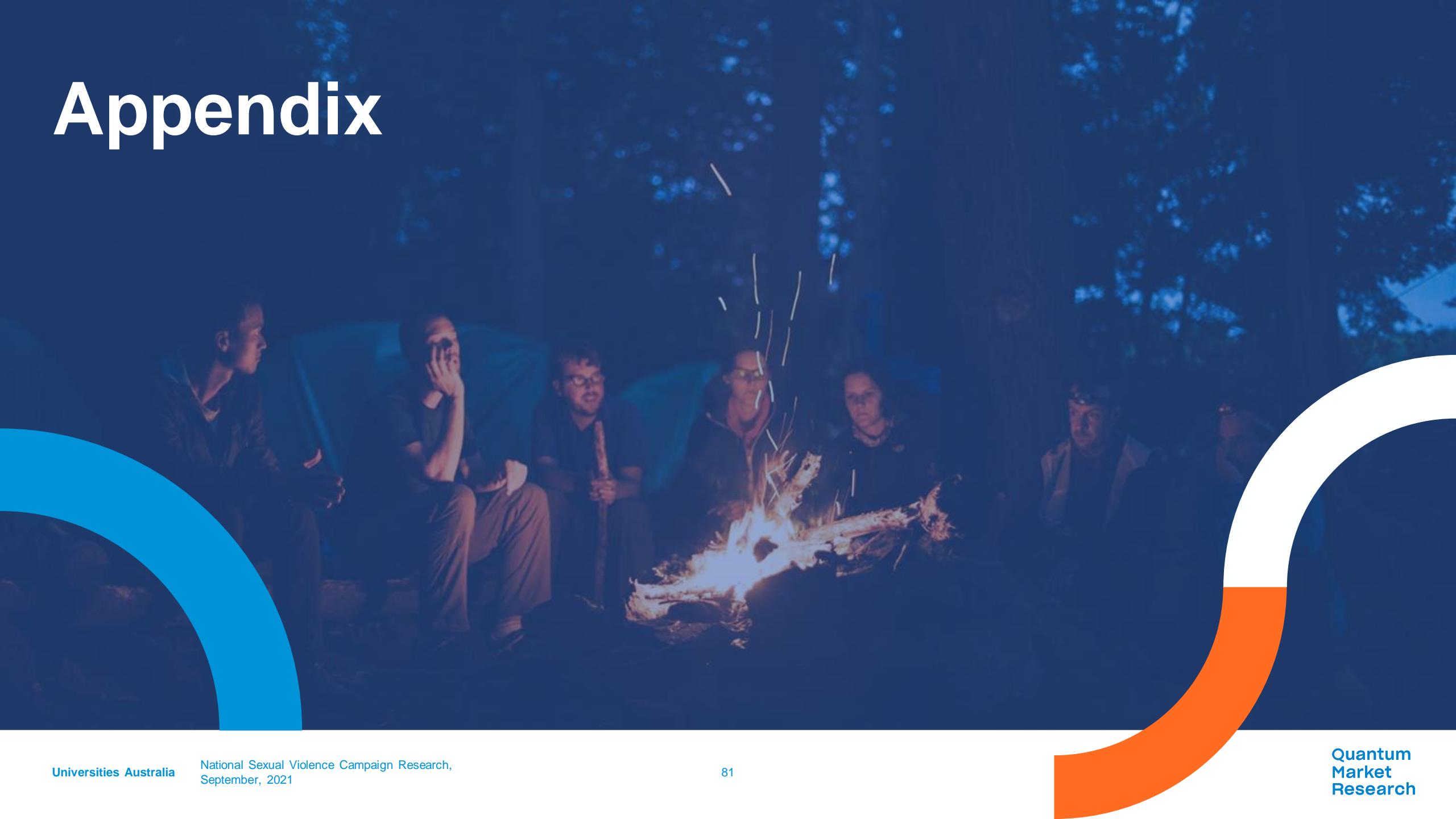
Base: All respondents



■ Male (n=330) ■ Female (n=188)

■ Indicates significantly higher or lower result compared to females (95% CI)

Appendix



Forum discussion/task guide

Discussion/task guide

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Online Forum Task Guide

JOB NUMBER: UAU21064
FORUM NAME: Student Talk

Campaign objectives:
Universities Australia has been funded by the Commonwealth Department of Social Services to develop a primary prevention, digitally-led campaign that aims to help university students negotiate healthy, respectful and positive sexual relationships, free of coercion and violence. The campaign objectives are to:

- empower young people, including a primary audience of young men (18 to 24 years old), to have open and responsible conversations about sexuality, sexual experiences, and their right to make safe, responsible and respectful sexual choices.
- support gender equality by promoting and normalising positive, equal and respectful sexual relationships.
- challenge harmful gender stereotypes about consent and sexuality that condone, justify or excuse violence.

The aim of the development research is to:

- Understand key audiences and their current understanding, attitudes and behaviours in relation to the preventative aims of the campaign.
- Explore any recent changes or developments that have influenced perceptions and attitudes and how.
- Identify key segments among students of interest and convey their characteristics and potential message territories that may resonate with these audiences and in what style.

This forum builds on a substantial and robust base of existing knowledge (see literature review). Rather than repeating what's already well understood, the focus of this forum will be to inform the development of a targeted campaign by:

- Checking our understanding of students' knowledge, attitudes and perspectives on sexually violent behaviours.
- Exploring how the university life stage can support or challenge a culture in which sexual violence can occur.
- Providing more context around modern expressions of dating and relationships to support campaign development that resonates with the intended audience.

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The forum is to be followed by triad mini-groups hosted via video conference. These triads will reveal more depth and personal experiences from a hand-picked group of forum participants.

	VIC	NSW	QLD	SA	WA
Forum #1: Men aged 18 to 24 years	3	3	3	3	3
Forum #2: Men aged 18 to 24 years	3	3	3	3	3
Forum #3: Men aged 18 to 24 years	3	3	3	3	3
Forum #4: Men aged 18 to 24 years	3	3	3	3	3
Forum #5: Women aged 18 to 24 years	3	3	3	3	3
Forum #6: Women aged 18 to 24 years	3	3	3	3	3
Forum #7: International students aged 18 to 24 years	3	3	3	3	3
Forum #8: International students aged 18 to 24 years	3	3	3	3	3
Forum #9: Aboriginal & Torres Strait Islander students	3	3	3	3	3
Forum #10: LGBTQI+ students	3	3	3	3	3

TIMING:

- Day 1 – Wed 21st
- Day 2 – Thurs 22nd
- Day 3 – Fri 23rd

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Invitation Email:
Hi (name)!

Thank you for agreeing to take part in our online community, we're looking forward to hearing from you! The aim of this forum is to help us get a better understanding of how university students like yourself think about topics related to respectful relationships – from navigating the world of dating, to conversations about sex, consent and gender equality. Importantly, we will not be asking you about your own experiences related to sex, dating or relationships, but rather focusing on the topic more broadly.

Before you join us, there's a few things we'd like to cover.

This online community is a safe space:

Your safety and wellbeing throughout the research process is our highest priority, and the experienced researchers moderating the forum from Quantum Market Research will make every effort to ensure the online forum environment is a safe and constructive one. This is a non-judgmental space; we want your open and honest perspectives, there are no right or wrong answers! 😊

We would also ask that you extend this courtesy to the other members of this research community – university students, all aged similarly to you. Given the nature of some of the topics we are covering, some of the activities you'll be asked to participate in will be private, and others will be one-on-one (meaning others can see your responses). While you are welcome to disagree with the views of others, disrespectful / inappropriate language will not be tolerated and may see you removed from the research community.

If you need support:

We recognise that the discussions touch on a variety of sensitive topics, including the role of consent in sexual relationships and sexual assault. If at any stage of the discussion you feel uncomfortable, we encourage you to say so, to not answer any questions you are uncomfortable with, or withdraw from the discussion entirely by logging off.

If you feel distressed by participating in this study, you can contact Lifeline (Ph: 13 11 14), a 24-hour national counselling service or 1800 RESPECT (Ph: 1800 737 732), a 24-hour national counselling service for anyone affected by sexual assault, and domestic and family violence. You can also reach out to your individual university's support services, which you can find here: <https://www.universitiesaustralia.edu.au/our-universities/student-safety/>

Privacy and confidentiality:

Please rest assured your participation is anonymous and confidential. While employees of Universities Australia might view the responses to the online forum activities as they occur, they will only see the participants' first names and nothing

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else about you. In the unlikely event that any of the Quantum or UA employees recognise a participant, they will remove themselves as an observer from the platform. Following the study, the transcripts will be stored on a secure server located onshore and used for reviewing the research only. They will be deleted upon completion of the research project before the end of December 2021.

Ready to go?

To get started, click on the “Accept Invitation” below on Wednesday 21st July. You will be taken to the site and then be asked to set up a username and password. Your username can be anything you like, but please don’t use your full name (first name only or an avatar works just fine!).

For now, you can login using the following details:

Username: {username}
Password: {password}

Your first tasks will appear on Wednesday 21st July, 2021 8AM (AEST). As new activities go live they will appear on your community homepage. You'll also receive emails that will contain web links that you can follow to go directly to the activities. Quantum's research moderators may also ask you a follow-up question based on your response to an activity, so be sure to look out for notifications at the top of your homepage or in emails too.

Please note that the forum will close on midnight Saturday 24th July at midnight (AEST), so we'd recommend aiming to have completed all tasks by Friday evening. All tasks must be completed by then in order for you to receive the \$90 (AUD) e-Gift voucher.

We look forward to speaking with you here on the forum
Best regards,
The Quantum Market Research Team

Got questions?
If you have any questions about the research, how the forum works, or if you are having any trouble getting started, please email angusm@qmr.com.au. DO NOT REPLY directly to this email.

Quantum Market Research

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Forum intro (Homepage Message):

Welcome [FIRST NAME]!

<SHOW PHOTO OF MODERATOR>

As your study moderator, I'm looking forward to discussing some very interesting topics with you about the world of relationships!

This is the study homepage, and it will display any relevant community updates. The tasks for you to complete will be displayed in the Activities tab. Please refer to these [these](#) pages each time you log in to see the day's tasks.

Each time there is a new set of activities to complete we will send you an email inviting you to log in. Please contact us if you have any questions or concerns.

There are only two rules in this forum: be honest and be kind!
Remember, this is a non-judgmental space; we want your open and honest perspectives, there are no right or wrong answers! 😊 Please be kind to your fellow research community members; you are welcome to disagree, but please do so respectfully!

If you need support:
If at any time you are feeling uncomfortable, please let me know by sending me a message directly through this forum. You are under no obligation to complete an activity if you are uncomfortable doing so. If you are experiencing by participating in this study, we have also provided contact numbers for national support lines:

- Lifeline, a national counselling service - Ph: 13 11 14 or visit <https://www.lifeline.org.au/>
- 1800 RESPECT, a 24-hr national counselling service for anyone affected by sexual assault and domestic or family violence - Ph: 1800 737 732 or visit <https://www.1800respect.org.au/>

You can also reach out to your individual university's support services, which you can find here: <https://www.universitiesaustralia.edu.au/our-universities/student-safety/>

If you have any other questions about this forum or the research, feel free to send me a message.

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Day 1 (Wed 21st): Your stage in life

Day 1 Task 1: Your life right now
Task Type: Text response
Visibility: Group

Welcome to the forum! Over the next three days, we're going to explore your opinions on some topics which I think you'll find pretty interesting. You can log in at any time of day to complete that day's tasks. You are joined in the forum by others who are at a similar life stage to yourself. There are no right or wrong answers, we are just looking for your views.

As a first task, we'd like to know a little bit about you...

Please tell us a bit about yourself.

- Where do you live and who do you live with?
- What does an average week look like for you?
- Do you have goals for the next year or two? How on or off-track do you feel?
- Who in your life do you feel closest to? How would they describe you?

Everyone who participates in this study is a student currently studying at an Australian university. It will be helpful to understand a bit more background about your life as a student.

Please tell us a bit more about your life right now:

- What do you study? At which university?
- How does your life as a student compare to what you expected it to be like?
- Outside of your studies, are you involved in any extra-curricular activities at university (e.g. clubs & societies, sport teams, volunteering, parties, etc)?
- How do you feel you've changed as a person since high school?

Follow-ups as required:

- Do you live on or off campus?
- Do you tend to feel you're more the shy type or the outgoing type?
- How well have you managed in these new settings? What have the pressures been?

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Day 1 Task 2: Relationships at your life stage

Task Type: Text response
Visibility: Group

This study is about university students' attitudes towards relationships.

To start with, we need to brainstorm. I'm only a few years older than you but things change so fast. Help me understand your life stage when it comes to relationships!

- What are the different ways people form relationships while at your stage in life? How do people meet and become connected?

What about relationships that are 'more than just friends'...?

- What's the line between a friendship and any kind of romantic relationship? In other words, what's the point at which you'd describe something as 'more than just friends'?
- How are these types of relationships different at university compared to what they were like at high school?
- What common pressures do people experience when they have these types of relationships?
- What are the most common issues you hear people your age having in these types of relationships?

Prompts as required:

- Investigate the influence of different settings: Lectures, tutorials, you social events, parties, campus accommodation, university gym, library, Orientation Week (O-Week), clubs/society meetings, sport events, student bars/clubs.
- Investigate the influence of different pressures: Alcohol/drugs, friends, social media, dating apps, older students (e.g. hazing on O-Week), traditions (e.g. hazing rituals), dress code (at events), events that require you to bring a date, absence of supervision.
- Do you think other people your age feel the same way as you? Why/why not?
- What has informed your opinion here? Personal experience? Education (if so, from who – school, friends, parents, media, other?)? Things you've seen/heard? Something else?
- How are things changing? For the better? For the worse?

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Day 1 Task 3: 'More than just friends' at your stage in life

Task Type: Text response
Visibility: Individual

This is a private task. Only you and the moderator will be able to see the responses that you give.

I need your help so that I can understand what sex, dating and relationships are like for people like you at university.

Imagine you had to explain this to someone of your parents' generation... You have to assume they will know almost nothing about social media, dating apps, hook-up culture, or the language around different types of relationships (e.g. open relationship, friends with benefits, one-night stand, etc).

To support your explanation let's write a letter. Address the letter to someone over 40 and tell them...

- What's dating like for someone at university right now?
- What are the different forms a relationship can take? (E.g. from hook-ups to committed, what's in-between?)
- What are the new pressures around dating? What do you not like about dating?
- What's out there that does a good job portraying modern dating (e.g. TV series, books, podcast, web series, movies, etc.), and why?
- If you could change one thing about dating culture at university, what would it be? Why?

And next let's write a second letter. This time to your younger self (i.e. you, but when you were in high school), and tell yourself...

- What's your advice for navigating dating at the university?
- What are some of the problems university students run into? What creates those problems?
- What kind of relationship should you pursue at university? What relationship should you avoid? Why?

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Prompts as required:

- What does a good and bad relationship look like?
- What does a good and bad sexual experience look like?
- How common are these different experiences other university students? For you?
- Do you think other people your age feel the same way as you? Why/why not?

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Day 2 (Thurs 22nd): What's okay and what's not?

Day 2 Task 1: What's okay and what's not?

Task Type: Sorting exercise

Column headers to be created as boxes. Each time a participant drops one of the sentences on the left into a box they will be prompted to write an explanation.

Visibility: Group

Thank-you for helping me to understand the complex world of sex, dating and relationships for students at the university. I know things this complex are never black and white.

For each of the following, tell me if they're 'always wrong', 'can be wrong in some circumstances' or 'not a problem'. To help me understand, please join in a discussion on each of the answers you give.

There's no right answer. Please offer alternative opinions wherever you can.

	Always wrong	Can be wrong in some circumstances	Not a problem	Explain your thinking?
Staring at someone to 'make a move' on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Making sexual gestures or suggestive comments to someone to 'make a move' on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Repeatedly asking someone out after they've said no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coaxing someone into touching, <i>bugging</i> or kissing which they're not comfortable with at first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharing nudes with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Repeatedly asking a partner for sex/o engage in sexual behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Having sex when either person is drinking alcohol or using drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Prompts as required:

- **IF THEY SAY BEHAVIOURS ARE NOT A PROBLEM:** Are there any instances where this kind of behaviour is not okay? Tell me why you feel that way.
- **IF THEY SAY BEHAVIOUR IS ALWAYS WRONG:** Are there any instances where this kind of behaviour is okay? Tell me why you feel that way.
- Are these topics things you think about often? When do you think about them (if at all)?
- Do you think other people your age feel the same way about this as you? Why/why not?

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Day 2 Task 2: Where's the line in relationships?

Task Type: Fill in the blanks

Visibility: Group

Everyone in this forum is [insert, e.g. 'a young man aged 18-24'] and currently enrolled at university.

In the previous task we looked at what you think is crossing the line when it comes to sex, dating and relationships. In this task, I want to understand how some kinds of behaviours happen from the perspective of [insert, e.g. 'young men aged 18-24'] at the university...

These behaviours might include pressuring someone into sex, refusing to take 'no' for an answer, keeping track of someone's movements, someone trying to control what their partner does in a relationship etc.

To begin with let's set some context by answering:

- Where / when are people more likely to 'cross the line'?
- Who is more likely to 'cross the line'? Why?
- Are there times when one person thinks a behaviour is wrong, and another person thinks it isn't a problem? What are those times?

Recent studies have identified that these behaviours are particularly common among those at the university. **What do you think it is about being at university that prompts these behaviours?**

- The type of people?
- Mixed gender environment (co-ed)?
- Single gender environments?
- Type of social events?
- The culture?
- Change in values from school?
- Other pressures?

Prompts as required:

- Investigate influence of different setting if worthwhile: Online dating, O-week, On-campus accommodation
- Do you think other people your age would agree with you? Why/why not?

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- How common do you think these types of behaviours are, among people your age in Australia? Very common? Not so common? More common than people might think? Why?

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Day 2 Task 3: Relationships and dating for you

Task Type: Ranking
Visibility: Individual

This is a private task. Only you and the moderator will be able to see the responses that you give.

The following are all different types of relationships. To start with, please rank them from most to least likely for the behaviours we have discussed to occur.

These behaviours might include pressuring someone into sex, refusing to take 'no' for an answer, keeping track of someone's movements, someone trying to control what their partner does in a relationship etc.

Randomise order shown	
Most likely for these behaviours to occur	
A relationship where either/both people have little prior relationship/sexual experience	
Hook-ups	<input type="checkbox"/>
Friends with benefits	<input type="checkbox"/>
Casually dating (not exclusive)	<input type="checkbox"/>
Short-term relationship (exclusive)	<input type="checkbox"/>
Long-term relationship (exclusive, >1 year)	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>
Least likely for these behaviours to occur	

For each, please tell me:

- What are some common issues that occur in this type of relationship? How might this push someone into these behaviours?
- What uncertainties do you personally have about what's okay and what's not in different types of relationships? And how have you gone about trying to figure that out in the past?

Prompts as required:

- Do people ever feel that they can't be honest in this type of relationship? Why?
- Do people ever feel pressured to do something you don't want to do in this type of relationship?

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Day 3 (Fri 23rd): Campaigns

Day 3 Task 1: What you've heard recently

Task Type: Multimedia
Visibility: Group

In this forum we've been discussing sex, dating and relationships, and how they can be healthy and respectful or at times problematic.

I understand that there are some advertising and resources out there already aimed at supporting young people to navigate sex, dating and relationships in a healthy and respectful way. At times this includes advertising which calls out problematic behaviours.

Tell me more about what you've heard or seen recently about sex, dating and relationships, and how they can be healthy and respectful or at times problematic:

- Do you see / hear a lot about it?
- What have you seen / heard recently? Who was promoting those messages? Feel free to upload screenshots of websites, or attach links to any ads, campaigns, news coverage or other types of messaging you can recall.
- What are the most effective 'campaigns' or 'messages' of this type? Why so?
- What are the less effective 'campaigns' or 'messages' of this type? Why so?
- What or who have you personally found most useful or influential on your own approach to sex, dating and relationships?

Prompts as required:

- Does the advertising speak to your personal experience? Describe how it does/doesn't.
- What are the biggest misconceptions that these ads have about university relationships?

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Day 3 Task 1: A new campaign

Task Type: Text response
Visibility: Group

An outcome of this research will be the development of a new campaign which supports students to negotiate healthy, respectful and positive sexual relationships. It will be an advertising campaign which is backed by universities themselves.

The target audience will be all students, including you and others like you. That's why your input at this stage is essential to the design and delivery of an effective campaign.

What do you think we should take into consideration when developing a new campaign which supports students to negotiate healthy, respectful and positive sexual relationships:

- What comes to mind first?
- What 'channel' should the message be delivered via (e.g. on social media, posters, etc...?).
- What topic is most important for the advertising to tackle?
- Should the message come from young people themselves or from other spokespeople? Who?
- Who should the campaign target?
- What would you **not** want to see in the campaign and its messages?

Prompts as required:

- Why is this topic a priority?
- What needs to change? Why?
- What topic(s) are least important to cover at this time? Why?
- Are there any specific spokespeople who should be considered e.g. sportspeople? Musicians?
- Are there any people/spokespeople who should not be represented? Why/why not?

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Day 3 Task 3: Thank-you

Task Type: Text response
Visibility: Group

Thank you everyone for completing the forum - We've really enjoyed chatting with you. We hope you have found the conversations interesting as well!

Make sure you've fully completed every task by Saturday 24th July to ensure you qualify for your incentive. Please also respond to any follow up questions or clarifications we have posted.

You will receive your \$90 e-Gift voucher after your participation in the live focus group next week. If you have any questions about the forum, the group or receiving your e-Gift voucher, please don't hesitate to contact us directly.

We may be in touch with you in the coming days to see if you would like to join us in the next phase of the research – in which case we look forward to speaking with you again!

Thanks again – until next time!

Mini focus groups discussion guide

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Universities Australia – Prevention Campaign
75–90-minute mini group discussion guide

JOB NUMBER: UAU21064

Campaign objectives:
Universities Australia has been funded by the Commonwealth Department of Social Services to develop a primary prevention, digitally-led campaign that aims to help university students negotiate healthy, respectful and positive sexual relationships, free of coercion and violence. The campaign objectives are to:

- empower young people, including a primary audience of young men (18 to 24 years old), to have open and positive conversations about sexuality, sexual experiences, and their right to make safe, responsible and respectful sexual choices;
- support gender equality by promoting and normalising positive, equal and respectful sexual relationships;
- challenge harmful gender stereotypes about consent and sexuality that condone, justify or excuse violence.

The aim of the development research is to:

- Understand key audiences and their current understanding, attitudes and behaviours in relation to the preventative aims of the campaign.
- Explore any recent changes or developments that have influenced perceptions and attitudes and how.
- Identify key segments among students of interest and convey their characteristics and potential message territories that may resonate with these audiences and in what style.

This series of mini groups builds on a substantial and robust base of existing knowledge (see literature review). Rather than repeating what's already well understood, the focus of this mini group will be to inform the development of a targeted campaign by:

- Build a detailed / 'textured' understanding of the real-world students are currently inhabiting so that the campaign speaks authentically and is fine-tuned to precisely address genuine issues.
- Understand what is comprehensible / manageable from students' perspective to ensure the behaviour change(s) suggested by the campaign are a significant step in the right direction but not implausible or entirely out of reach. And that the behaviours which cross the line / cause potential harm are pitched suitably as to be subtle enough that they're not dismissed as already obvious or well known, but not so subtle that they're dismissed as not crossing the line at all.
- Identify key segments among students of interest and understand their characteristics, the potential message territories that may resonate with them and in what style.

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Research introduction

- Thank you for participating.
- Anonymous / confidential. Audio / video. Clients viewing.
- Check that they've all completed the online confidentiality agreement form.
- Going to talk about your views. No right/wrong answers.
- About an hour and a quarter.
- Assuredly non-judgemental.
- Explanation of market research:
 - Task today is to discuss university students' attitudes towards sex, dating and relationships.
 - My job is to talk to lots of different students to understand what they think.
 - Your job is to help me understand the full range of different attitudes which are out there. We want to hear from students with different backgrounds, cultures, sexualities, and genders. There are no right or wrong answers. Tell me honestly what you think, and what you think others think about these things.
 - I am older than you. I won't be offended if you explain basics to me like I'm way past it. A lot has changed since I was at uni and you need to help me understand your world.
- Don't need to share anything that you are not comfortable with, don't need to answer any questions you are uncomfortable with.
- If you are uncomfortable, please note you are free to leave at any point without asking for permission first. You will still receive the incentive for your time.

State upfront as well as at conclusion of group. May also be raised at any point during:

- You can seek advice and support from 1800RESPECT.
- 1800RESPECT is the national sexual assault, domestic family violence, respectful relationship counselling service. They have phone and online counselling services available 24 hours a day.
- Call them on 1800 737 732 or visit www.1800respect.org.au
- Student Directory: "S:\Work\Projects\Universities Australia\UAU21064QL - Universities Australia National Sexual Violence Prevention Campaign\Discussion Guide\Triads\Student Support Services Directory.pdf"

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Participant introduction / rapport building

- Acknowledge forum contribution.
- To start, tell me about yourself...
 - Name, where do you live, who with, what are you studying?
 - What does an average week look like right now? What did you do over the weekend?
 - Who do you like to spend time with?
- Moderator: Other prompts based on forums (e.g. a sport they play, how COVID affected them, etc.) as required to build rapport between everyone involved before moving on.**

Navigating sex, dating and relationships

- What stood out to you from the forums? What's the main thing you took away?
- The forums were about sex, dating and relationships. We talked about hook-ups, friends with benefits, casually dating, short and longer term committed relationships. We explored what it's like for people at your lifestage, and how they can be healthy and respectful or at times crossing a line...
 - How confident did you feel answering questions in the forum?
 - What did you feel you understood well? What was more challenging / where did you feel uncertain?
- How confident are you at navigating sex, dating and relationships in real life? What makes you say that?
 - How have you matured with time? Do you look back at things you used to think / do and consider your attitudes have changed?
 - What prompted these changes in your attitudes?
 - Sensitively / appropriately: Are there situations you look back on and think 'I wouldn't do that now'? What changed / how did it change? What about situations which have happened to others and how they have changed?
 - What types of conversations do you have with your (platonic) friends about sex, dating and relationships?
 - How did you feel your answers compared to other respondents in the forums? Were you surprised by any answers?

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- Where have you got guidance (sources) on how to go about sex, dating and relationships? What has their input been? What's been helpful? What's been the most helpful?
 - In turn: Friends, parents, school, media, other sources?
 - Probe: Social media, YouTube, podcasts, TV / streaming / movies?
 - Moderator explore tone that resonates to convey a helpful / impactful message.
 - What could be damaging or send people on the wrong path?
- The forums had a task to 'write a letter of advice to your younger self'. If you gave one or two pieces of advice to someone younger than you now... what would they be? Why?
 - Moderator explore to open the conversation up.
- Do you think your understanding will continue to change with time? What do you still have to learn about navigating healthy sex, dating and relationships? What advice do you need right now?
 - Who could give you such advice?
 - Moderator explore persona, tone, message?
 - Moderator which source from those discussed above?
- Who do you know that has good experiences with sex, dating and relationships? What does their good experience look like?
 - Moderator explore different types of good experience from committed relationships to casual sex.
 - What is it they do that makes the experiences good/positive?
 - How did they learn to have good experiences?
 - Do you look up to them / consider this aspirational?
 - Moderator probe to understand persona, tone, message which might land?
 - What makes them different from other people who aren't having a good experience? What are you trying to avoid?
- Do you feel that there's pressure to have sex? Where does that pressure come from?
 - When they do, how do people say no to sex?
- What do you want from sex?
 - Reflecting on a good sexual experience, what makes it stand out as a good experience to you? Moderator: Adjust conversation to seek emotions / outcomes, not intimate details.

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Respect & consent

- If I say 'healthy and respectful' – what do you think in terms of sex, dating and relationships?
 - What type of people? Types of relationship? Types of behaviours?
 - As above: What about 'crossing the line'?
- In the forums we introduced the concept that sex, dating and relationships are complex and things may not be black and white. We presented a number of scenarios and asked if they're 'always wrong', 'can be wrong in some circumstances' or 'not a problem'. A couple stood out where people didn't seem to agree... can we revisit now and discuss?

Repeatedly asking someone out after they've said no
Coaxing someone into touching, hugging or kissing which they're not comfortable with at first
Having sex when either person is drinking alcohol or using drugs
Not in forum: Encouraging someone to perform sex acts which they're not comfortable with at first

In turn:

- Is this 'always wrong', 'can be wrong in some circumstances' or 'not a problem'?
 - What thought process led you to conclude this?
 - Moderator: Encourage disagreement / debate to explore the below:
 - Give me an example of when this might not be wrong?
 - And an example of when it might be wrong?
 - Moderator explore where 'the line' is?
 - How easy is it in practice to keep on the right side of the line? What causes people to cross the line? Knowingly or unknowingly?
 - What are the pressures on people which might lead them toward some of these behaviours? What prevents people from resisting those pressures?
 - What do [insert as appropriate: typically 'girls'] do to invite / prompt this type of behaviour?
 - Do you think there is a disconnect between people's 'idea'/expectation of sex and the 'reality' of sex?

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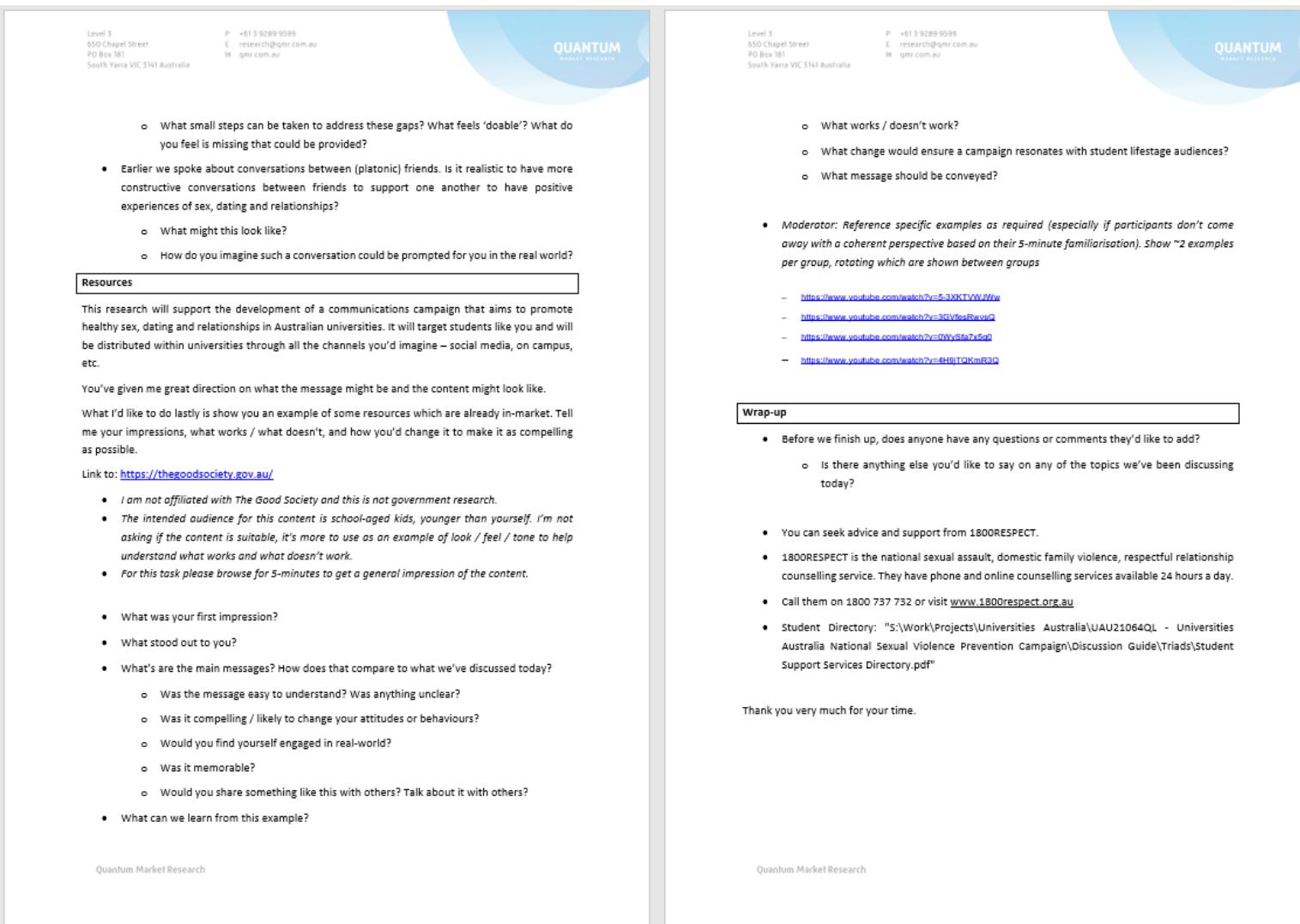
- Probe: What factors/sources of information/pressures do you think are creating this disconnect?
- Probe: How does this disconnect between expectation vs. reality affect how people navigate consent in relationships?
 - Does 'right' and 'wrong' change depending on your gender or sexuality?
- Throughout the exercise, how were you imagining the person that crosses the line into behaviours that are wrong? What about the person who is on the other side of that wrong behaviour?
 - Who? In what setting? How do they react?
 - What happens to them leading up to the moment? In the moment? Later that day / following morning? Weeks later? Later in life?
 - If required: Do women pressure men into things they're not comfortable with too? Is it harder for a man to say no?
- Have you encountered situations like these?
 - How do they make you feel?
 - How do they make you act?
 - How do you wish you could act? What's the barrier to acting that way?
 - Is it easier for certain people to act? Why?

Open communication

- We consistently heard in the forums, and in this conversation, that 'open communication' is a way to prevent situations where people might cross the line. It's a way to make sure everyone's on the same page, and that experiences are fun, respectful and consensual.
 - What do you think of when I say 'open communication' in the context of sex, dating and relationships?
- What prevents such open communication from happening?
 - What might people be *feeling* that inhibits them from open communication? What concerns might they have?
 - Probe: In what settings? What types of scenarios? Types of people?
 - When are people comfortable being open in this way? When are they not comfortable?

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- What small steps can be taken to address these gaps? What feels 'doable'? What do you feel is missing that could be provided?
- Earlier we spoke about conversations between (platonic) friends. Is it realistic to have more constructive conversations between friends to support one another to have positive experiences of sex, dating and relationships?
 - What might this look like?
 - How do you imagine such a conversation could be prompted for you in the real world?

Resources

This research will support the development of a communications campaign that aims to promote healthy sex, dating and relationships in Australian universities. It will target students like you and will be distributed within universities through all the channels you'd imagine – social media, on campus, etc.

You've given me great direction on what the message might be and the content might look like.

What I'd like to do lastly is show you an example of some resources which are already in-market. Tell me your impressions, what works / what doesn't, and how you'd change it to make it as compelling as possible.

Link to: <https://thegoodsociety.gov.au/>

- I am not affiliated with The Good Society and this is not government research.
- The intended audience for this content is school-aged kids, younger than yourself. I'm not asking if the content is suitable, it's more to use as an example of look / feel / tone to help understand what works and what doesn't work.
- For this task please browse for 5-minutes to get a general impression of the content.

- What was your first impression?
- What stood out to you?
- What's are the main messages? How does that compare to what we've discussed today?
 - Was the message easy to understand? Was anything unclear?
 - Was it compelling / likely to change your attitudes or behaviours?
 - Would you find yourself engaged in real-world?
 - Was it memorable?
 - Would you share something like this with others? Talk about it with others?
- What can we learn from this example?

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- What works / doesn't work?
- What change would ensure a campaign resonates with student lifestage audiences?
- What message should be conveyed?

- Moderator: Reference specific examples as required (especially if participants don't come away with a coherent perspective based on their 5-minute familiarisation). Show ~2 examples per group, rotating which are shown between groups
 - https://www.youtube.com/watch?v=e5-3XKTVW_Ww
 - <https://www.youtube.com/watch?v=3DfVt6tBwvQ>
 - <https://www.youtube.com/watch?v=0WvqtaZx5oQ>
 - <https://www.youtube.com/watch?v=4H9lTQkmR3Q>

Wrap-up

- Before we finish up, does anyone have any questions or comments they'd like to add?
 - Is there anything else you'd like to say on any of the topics we've been discussing today?
- You can seek advice and support from 1800RESPECT.
- 1800RESPECT is the national sexual assault, domestic family violence, respectful relationship counselling service. They have phone and online counselling services available 24 hours a day.
- Call them on 1800 737 732 or visit www.1800respect.org.au
- Student Directory: "S:\Work\Projects\Universities Australia\UAU21064QL - Universities Australia National Sexual Violence Prevention Campaign\Discussion Guide\Triads\Student Support Services Directory.pdf"

Thank you very much for your time.

Questionnaire

Questionnaire

Final: 16 Aug 21 Sexual Violence Campaign: Benchmark Survey Job No.: 21064QT

Universities Australia

Survey type: Online

Project consultants:	Jacquie Norton, Sarah Amos
Total number of interviews to be completed:	1. N=500 via panel 2. As many as possible via link distributed by universities
Definition of target audience:	Australian university students aged 18-24 years
Panel Provider (panel sample only):	Pure Profile and Student Edge
Emails distributed by:	Various universities
Data to be merged with a previous datafile?	No
Timing	Benchmark: Wednesday 18th August - Monday 6th September 2021 Evaluation Wave 1: May/June 2022 Evaluation Wave 2: May/June 2023

Quotas to be applied (panel sample only):

- Male students: n=325 (65%)
- Female students: n=175 (35%)
- Nat rep soft quotas on location

Weights to be applied: Will be confirmed once we receive final data

Introduction – Online

Thank you for taking part in this survey.

This study is being conducted by Quantum Market Research, an independent third-party research agency to learn more about student attitudes towards sex, dating and relationships.

Please be assured that your responses to this survey are anonymous and strictly confidential. We don't ask for any personal information (name, email address etc.). Your anonymous responses will be grouped and reported in aggregate only (i.e. we will never use your individual responses on their own). The results from this survey will be used for research purposes only. By completing this survey, we interpret this as your consent to participate in this research.

The survey should take no more than 15 minutes to complete. We thank you for your time and look forward to receiving your feedback.

Although we are not asking questions about your own personal experiences, some of the questions may seem quite sensitive. The results will be used to inform future initiatives aimed at improving public health and safety.

If you are uncomfortable answering any of the questions, simply select the "prefer not to answer" option. You can opt out of the survey at any time by exiting the survey, with no disadvantage to you. Incomplete responses will not be included in the research findings and will be removed from the final dataset.

If you experience any discomfort or distress relating to any of the questions, please contact 1800 RESPECT (<https://www.1800respect.org.au/>). You can also access student help services direct through your university by clicking here [\[INSERT LINK TO STUDENT DIRECTORY\]](#).

About privacy:

All data and information collected from the survey will be stored appropriately and in accordance with the Privacy Act 1988 and the Australian Privacy Principles. All responses are anonymous and confidential. Quantum upholds the requirements under the Australian Privacy Principles and also adheres to the AMSRO Privacy (Market and Social Research) Code 2021. If you would like further information on Quantum's privacy policy or wish to make a complaint, please email surveys@qmr.com.au.

About Quantum Market Research:

In order to verify the legitimate nature of this research project, you can visit The Research Society website and look up Quantum Market Research in the Research Company Directory to verify that we are a legitimate market and social research company. This can be found at www.amsrs.com.au/research-company-directory.

Screener (2 mins)

The first few questions are to check if this survey is relevant to you.

ASK ALL

Q.1. How old are you?

ENTER AGE: _____

[TERMINATE PANEL IF NOT 18-24 YEARS]

ASK ALL

Q.2. What gender do you identify with?

SINGLE RESPONSE

Male 1

Female 2

Non-binary 3

Another gender (please specify): 4

ASK ALL

Q.3. What is your postcode?

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[ANALYST: PLEASE CREATE A VARIABLE FOR STATE, AND REGION (METRO/REGIONAL)]

ASK ALL
Q.4. Which of the following apply to you? You may select more than one response.

MULTIPLE RESPONSE

Working full time 1
Student 2 **MUST SELECT TO CONTINUE**
Working part-time/casual 3
Unemployed 4
Other 5

ASK ALL

Q.5. Where are you currently studying?

MULTIPLE RESPONSE

University 1 **MUST SELECT TO CONTINUE**
TAFE 2
Other 3

Questionnaire

Attitudes and behaviours towards sex, dating and relationships (3 mins)

Thank you. You have qualified for the main survey.

ASK ALL

Q.6. Thinking about your main friendship group, do you have mostly male friends, female friends, or a bit of both?

SINGLE RESPONSE

Mainly male.....	1
Mainly female.....	2
Both male and female.....	3

ASK ALL

Q.7. Where (if anywhere) do you tend to get advice or information about sex, dating and relationships?

MULTIPLE RESPONSE, RANDOMISE

Friends.....	1
Family.....	2
Social media (e.g. Facebook, Instagram, Tik Tok, YouTube, etc.).....	3
TV/movies.....	4
Books/magazines.....	5
Radio.....	6
Podcasts.....	7
Advocacy organisations or individuals.....	8
Course/training/module.....	9
Government websites.....	10
Professional (e.g. doctor, relationship expert, etc.).....	11
Porn.....	12
Other (please specify).....	13
None.....	14

ASK ALL

Q.8. To what extent do you agree or disagree with the following statements about sex, dating and relationships?

SINGLE RESPONSE PER ROW

RANDOMISE	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1 It's ok to keep tabs on my partner's online activity to ensure they are being faithful	1	2	3	4	5

2	On some level, I can't help what I do when I am drinking	1	2	3	4	5
3	Sex should stop at the first sign of hesitancy from the other person	1	2	3	4	5
4	"Swiping right" or indicating interest on a dating app usually means the other person is up for sex	1	2	3	4	5
5	Under certain circumstances it is ok to force someone to have sex	1	2	3	4	5
6	Having sex with someone, even when you don't want to, is okay if you want to make them happy	1	2	3	4	5
7	If someone is wearing revealing clothes, they are likely to be up for sex	1	2	3	4	5
8	If someone sends me nudes, I am within my rights to share them	1	2	3	4	5
9	Sexual jokes or nicknames are mostly harmless	1	2	3	4	5
10	It's ok for people in a relationship to go out drinking separately	1	2	3	4	5
11	There is no problem in pressuring someone to do something if they have done it before	1	2	3	4	5
12	Something I may think is fine may be harmful to someone else	1	2	3	4	5
13	Men and women should play an equal role in relationships	1	2	3	4	5

ASK ALL

Q.9. In sexual situations, whose responsibility is it to ensure that consent has been communicated?

SINGLE RESPONSE

My responsibility to ask	Both	Other person's responsibility to speak up
1	2	3

Gender attitudes and importance of equality (1 min)

Next you'll see some statements about men and women and we'd like to know to what extent you agree or disagree with each...

ASK ALL – ITEMS FROM NCAS INDICATED

Q.10. To what extent do you agree or disagree with the following?

SINGLE RESPONSE PER ROW

RANDOMISE	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1 [NCAS] Many women exaggerate how unequally women are treated in Australia	1	2	3	4	5
2 [NCAS] It's natural for a man to want to appear in control of his partner in front of his male friends	1	2	3	4	5
3 [NCAS] Women are less capable than men of thinking logically	1	2	3	4	5
4 [NCAS] There's no harm in men making sexist jokes about women when they are among their male friends	1	2	3	4	5
5 [NCAS] When a heterosexual couple start dating, the woman should not be the one to initiate sex	1	2	3	4	5
6 [NCAS] Men are naturally more dominant than women	1	2	3	4	5
7 [NCAS] Women are naturally more in tune with their emotions than men	1	2	3	4	5
8 [NCAS] Men are more interested in sex than women	1	2	3	4	5
9 [NCAS] Women may find it flattering to be persistently pursued, even if they are not interested	1	2	3	4	5
10 [NCAS] Women often say 'no' when they mean 'yes'	1	2	3	4	5
11 [NCAS] When a man is very sexually aroused, he may not even realize that the woman doesn't want to have sex	1	2	3	4	5
12 [NCAS] If a woman is raped while she is drunk or affected by drugs, she is at least partly responsible	1	2	3	4	5

Questionnaire

Open conversations about sex, dating and relationships (4 mins)

And now you'll see some statements regarding open conversations about sex, dating and relationships. We'd like to know to what extent you agree or disagree with each...

ASK ALL

Q.11. To what extent do you agree or disagree with the following?

SINGLE RESPONSE PER ROW

RANDOMISE	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1 Having open conversations about sex is beneficial to relationships	1	2	3	4	5
2 Lots of my friends have open conversations about sex and relationships	1	2	3	4	5
3 I could be more active in having conversations about sex and respectful relationships	1	2	3	4	5
4 I feel awkward or uncomfortable talking to my intimate partners about sex	1	2	3	4	5
5 I feel awkward or uncomfortable talking to my friends about sex	1	2	3	4	5
7 I feel confident in knowing what's okay and what's not in sex and sexual relationships	1	2	3	4	5
8 I have a role to play in preventing sexual violence	1	2	3	4	5

ASK ALL

Q.12. How confident do you feel doing each of the following?

SINGLE RESPONSE PER ROW

RANDOMISE	Not at all confident	Slightly confident	Moderately confident	Very confident	Don't know
1 Initiating open conversations with intimate partners about sex	1	2	3	4	5
2 Judging what's okay and what's not in different scenarios to do with sex and dating	1	2	3	4	5
3 Being able to put aside your own sexual needs and wants if the other person is not interested	1	2	3	4	5
4 Judging whether another person is truly consenting during a sexual encounter	1	2	3	4	5
5 Reading the body language or non-verbal cues of those you are having an intimate or sexual relationship with	1	2	3	4	5

6 Knowing whether the relationship you are in (or have been in the past) is respectful	1	2	3	4	5
7 Being able to communicate to your partner if you feel uneasy during sex	1	2	3	4	5
8 Letting an intimate partner know what you do or don't like when it comes to sex	1	2	3	4	5
9 Speaking up if you witness harmful sexual behaviour	1	2	3	4	5
10 Knowing where to go for advice on sex and relationships	1	2	3	4	5

ASK ALL

Q.13. How often would you have a conversation about sex, dating and relationships with friends or intimate partners?

SINGLE RESPONSE

Regularly (i.e. weekly)...	1
Sometimes (i.e. monthly) ...	2
Rarely (i.e. less than monthly) ...	3
Never	4

ASK ALL

Q.14. Is there anything that stops you from having an open conversation about sex, dating and relationships with friends or intimate partners?

MULTIPLE RESPONSE, RANDOMISE

I don't think it is important.....	1
I don't know how to initiate a conversation.....	2
I feel awkward or uncomfortable.....	3
It just doesn't come up.....	4
I don't know who to talk to about this sort of thing.....	5
There's no one I feel comfortable talking to about this sort of thing.....	6
I feel that others would be uncomfortable having this kind of conversation ..	7
I worry that raising the conversation with an intimate partner could 'kill the mood'	8
If I don't fully trust the person/partner I am having the conversation with....	9
Other (please specify).....	10
Nothing.....	11

ASK ALL

Q.15. Is there anything that would make you more likely to have open conversations about sex, dating and relationships with friends or intimate partners?

MULTIPLE RESPONSE, RANDOMISE

If I thought other people were doing it.....	1
If I thought the other person/my partner would be receptive to it.....	2
If I felt <u>confident</u> I wouldn't say or do the wrong thing	3
If I thought it would benefit me directly	4
If I thought it would benefit the other person/my partner	5
If I thought the other person/my partner would appreciate it	6
If it meant I could avoid doing something I might regret.....	7
If it meant I could avoid hurting someone else.....	8
If I had practical ways to initiate such conversations.....	9
If I had some guidance on how to initiate such conversations	10
If I felt <u>confident</u> I could trust the person/partner I was having the conversation with	11
Other (please specify)	12
Nothing	13

ASK ALL

Q.16. To what extent do you agree or disagree with the following?

SINGLE RESPONSE PER ROW

RANDOMISE	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
1 There is content at my university to help me to have open conversations about sex, dating and relationships	1	2	3	4	5	6
2 Promoting respectful relationships is important to my university	1	2	3	4	5	6
3 My university is proactive in equipping students with the ability to engage in open conversations about sex, dating and relationships	1	2	3	4	5	6

Questionnaire

Concept testing (4 mins) – will be substituted for campaign recall and evaluation in following phases

ASK ALL

Q.17. Have you seen any advertising or communications recently that support students to have healthy, respectful and positive sexual relationships?

SINGLE RESPONSE

Yes (please provide detail) 1
No 2

ASK ALL

We will now show you some ideas or concepts for an advertising campaign that we'd like to get your opinions on. The advertising aims to support university students to have healthy, respectful and positive sexual relationships.

These concepts are in the very early stages of development and the text and images we show you are designed to give you a feel for the tone and message of the potential advertising, rather than being finished ads. Please look at each one carefully before answering the questions.

PROGRAMMER: REPEAT Q.18 FOR ALL CONCEPTS. RANDOMISE ORDER OF CONCEPTS. 'WANKERS ANONYMOUS' AND 'GIVE

'WANKING A REST' (BOTH TERRITORY 1) SHOULD REMAIN TOGETHER BUT WITH THE ORDER ROTATED.

1. Wankers Anonymous (Territory 1)
2. Give Wanking a Rest (Territory 1)
3. Wingman better
4. Yes, yes, YES!

ASK ALL

Q.18. Please take a close look at the image below.

[INSERT IMAGE]

To what extent do you feel that this concept...?

SINGLE RESPONSE PER ROW

RANDOMISE	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1 Would grab my attention	1	2	3	4	5
2 Seems relevant to me	1	2	3	4	5
3 Makes me feel targeted or defensive	1	2	3	4	5
4 Makes me interested to find out more	1	2	3	4	5
5 Would motivate me to have a conversation with someone about dating and/or healthy sexual relationships	1	2	3	4	5

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ASK ALL

Q.19. Please rank the concepts you have just seen in order of preference, with the one you liked the most at the top, and the one you liked the least at the bottom.

RANKING QUESTION, RANDOMISE

PROGRAMMER: INCLUDE SMALL IMAGES IF POSSIBLE

Wankers Anonymous	1
Give Wanking a Rest	2
Wingman better	3
Yes, yes, YES!	4

ASK ALL

Q.20. What did you like most about the concepts you have just seen?

OPEN

ASK ALL

Q.20.a What did you dislike about the concepts you have just seen?

OPEN

Demographics (2 mins)

And finally, just a few more questions about you, so that we can understand how different people have answered these questions. All your answers will be kept confidential and will only be used for research purposes.

ASK ALL

Q.21. Which of the following universities do you study at?

SINGLE RESPONSE, DROP DOWN LIST

- Australian Catholic University
- Bond University
- Charles Darwin University
- Charles Sturt University
- ~~CQUniversity~~
- Curtin University
- Deakin University
- Edith Cowan University
- Federation University Australia
- Flinders University
- Griffith University
- James Cook University
- La Trobe University
- Macquarie University
- Monash University
- Murdoch University
- Queensland University of Technology
- RMIT University
- Southern Cross University
- Swinburne University of Technology
- The Australian National University
- The University of Adelaide
- The University of Melbourne
- The University of New England
- The University of New South Wales
- The University of Newcastle
- The University of Notre Dame Australia
- The University of Queensland
- The University of Sydney
- The University of Western Australia
- University of Canberra
- University of South Australia
- University of Southern Queensland
- University of Tasmania

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Questionnaire

<p>University of Technology Sydney University of the Sunshine Coast University of Wollongong Victoria University Western Sydney University Other 14</p> <p>ASK ALL Q.22. What kind of qualification are you currently studying for? SINGLE RESPONSE</p> <p>Diploma / certificate 1 Bachelor's degree 2 Postgraduate diploma / certificate 3 Postgraduate degree (e.g. Masters/PhD) 4 Other 5</p> <p>ASK ALL Q.23. Are you studying...? SINGLE RESPONSE</p> <p>Full time 1 Part time 2</p> <p>ASK ALL Q.24. Are you a...? SINGLE RESPONSE</p> <p>Domestic student 1 International student 2</p> <p>ASK ALL Q.25. Which of the following best describes your living situation? SINGLE RESPONSE</p> <p>I live in student accommodation or residences such as a college hall, house or residence operated by companies (e.g. UniLodge) 1 I live in my own place (rented or owned) on my own 2 I live in my own place (rented or owned) with others (e.g. shared housing) 3 I live with my parents, guardian or other family 4 Other 98</p> <p>Quantum Market Research</p>	<p>Prefer not to say 97</p> <p>ASK ALL Q.26. Which of the following best describes your main area of study? MULTIPLE RESPONSE</p> <p>Natural and physical sciences 1 Information technology 2 Engineering and related technologies 3 Architecture and building 4 Agriculture, Environment and Related Studies 5 Health 6 Education 7 Management and Commerce 8 Society and Culture 9 Creative Arts 10 Other (please specify) 15</p> <p>ASK ALL Q.27. Do you identify as being an Aboriginal / Torres Strait Islander? SINGLE RESPONSE</p> <p>Aboriginal 1 Torres Strait Islander 2 Neither Aboriginal nor Torres Strait Islander 3 Both 4 Prefer not to say 5</p> <p>ASK ALL Q.28. Which of the following best describes your sexuality? MULTIPLE RESPONSE</p> <p>Asexual 1 Bisexual 2 Gay 3 Heterosexual / straight 4 Lesbian 5 Pansexual 6 Queer 7 I identify as (please specify) 8 I don't know 9</p> <p>Quantum Market Research</p>	<p>Prefer not to answer 10</p> <p>ASK ALL Q.29. Which of the following best describes your relationship status? SINGLE RESPONSE</p> <p>Single 1 In a couple / married / de facto 2 Prefer not to answer 3</p> <p>ASK ALL Q.30. Do you have any children? SINGLE RESPONSE</p> <p>Yes 1 No 2</p> <p>ASK ALL Q.31. In which country <u>were</u> you born? Digital – enter drop-down list of countries</p> <p>ASK ALL Q.32. Do you speak a language other than English at home? SINGLE RESPONSE</p> <p>Yes 1 No 2</p> <p>SHOW IF RECRUITED FROM UNIVERSITIES</p> <p>Q.33. Thank you for helping us with this survey. If you would like to be entered into the prize draw to win one of six \$100 (AUD) Gift pay <u>vouchers</u> please enter your name and a contact email address and phone number below. Winners will be drawn randomly on 15th September 2021 and notified by phone and/or email. Terms and conditions can be viewed here.</p> <p>NAME: _____ EMAIL ADDRESS: _____ PHONE NUMBER: _____</p> <p>Quantum Market Research</p>
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Concepts tested

Wankers Anonymous

Follow for good sex.

While self pleasure should always have its place, it could be time to cut down in favour of the real thing.

This ad explains that the best way to have sex with someone other than yourself is to start with respect.

It shows eleven steps to reducing time with the wank bank in favour of real-life, respectful sex. Like a 12-step program, but we're leaving the last step free for you to continue to masturbate... in healthier amounts...

Our Wankers Anonymous sponsor, a handy sock puppet, will break the steps down one by one.

EXAMPLES OF STEPS:

Step one: Wankceptance

Acknowledge it's time to give it a rest.

Step two: Have a two-way

Connect with a partner through real, respectful, open communication.

Step five: Wank better with a hand

Show each other what you like.



Give Wanking a Rest

Wanking less starts with respect.

While self pleasure should always have its place, it could be time to cut down in favour of the real thing.

This ad explains how and why to wank less in favour of better sex (with someone other than yourself), as told by wanking's greatest victim: the sock.

Our sock puppet's provocative pleas urge you to give him a break, in favour of the real thing, all the while reminding you that getting the real thing starts with respect.

EXAMPLES OF WHAT SOCKY MIGHT SAY:

“Conversation. Start things on the right foot so I can stay on yours.”

“Want to know if your partner likes it rough? Ask. For future reference, I don’t.”

“Respect. The first step to more WAP and less fap.”

Give Wanking a Rest.



Wingman better

Help your mates respect their dates.

Wingmen play an essential role in laying the groundwork. Supporting the cause. Basically, making sure we don't make dicks of ourselves. Now it's time for Wingmen to use their powers for good.

These ads give young people the tools to Wingman Better by reminding their mates that the path to good sex is paved with respect.

They'll be illustrated in graphic novel style, showing our Wingmen triumphing over everyday sexism in their role as the ultimate sidekick.

Each ad would show the Wingman delivering tips and advice on how to treat women with respect in a multitude of situations.

EXAMPLES OF TIPS AND ADVICE:

Heads up: you'll have a better time if you make sure she does, too.

Give it a miss. If she can't walk straight, she can't think straight.

Wingman better. Help your mates respect their dates.



Yes, Yes, YES!

'Yes' can lead to 'Yes, Yes, YES!'

There are thousands of different ways to have and enjoy sex. But however you like to do your thing, the best sex happens when there's respect, equality and mutual, passionate, enthusiastic consent. Seeking those little yeses along the way can lead to the ultimate exclamation of pleasure. Yes, yes, YES!

These ads use bold colours and type to pair 'Yes!' exclamations and images from the moment of climax with straighter statements about respectful and consensual sex.

EXAMPLES OF PROVOCATIVE HEADLINES:

Asking if it's good for her? MMMMYEAH

Their signature move: listening. F**K YES

Telling her how he really feels? OH! WOW! YES!

Sex that doesn't finish when he does? YES, YES, YES!

Consent is at the heart of these ads, but told through the appealing lens of pleasure. Respect, equality and consent = the big YES!





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Universities Australia – National Sexual Violence Prevention Campaign Concept Testing Round 2

Topline findings
June 2022

Background:

About this document

Topline findings are based on draft notes only. These provisional outcomes are subject to change.

Our final written report will be available from 30th June 2022. Final reporting will include further detail, verbatim quotes and specific comment on sub-groups of interest (e.g. relating to 'international students' in particular).

In the meantime, Quantum remains available to provide more detail or to answer questions as they arise. We welcome consultation with Universities Australia to ensure our reporting meets all needs.

Research sample

GROUP	Focus groups (5-7 participants in each)	Date
1	Men aged 18 to 24 years [Less Progressive]	Tues May 24
2	Men aged 18 to 24 years [More Progressive]	Tues May 24
3	Men aged 18 to 24 years [Less Progressive]	Wed May 25
4	Men aged 18 to 24 International Students [Mix of Views]	Thu May 26
5	Men aged 18 to 24 International Students [Mix of Views]	Tues 31 May
6	Women aged 18 to 24 [Mix of Views]	Thu May 26
7	Women aged 18 to 24 [Mix of Views]	Thu May 26
8	LGBTQI Men aged 18 to 24 [Mix of views]	Tues 31 May
9	LGBTQI Women aged 18 to 24 [Mix of views]	Tues 31 May
10	Indigenous Women aged 18 to 24 [Mix of views]	Wed 1 June

Concepts tested (ref)

- 'Concept Q' – an unanswered question



- 'Concept P' – a portrait image with statement



Summary of topline findings:

In principle, both campaign directions have the potential to achieve the communication objectives.

- Both concepts are consistently well understood and deliver the intended message clearly.
- There are no major unintended consequences or red flags. The campaign directions are inoffensive and received consistently across all audiences.
- Effectiveness is principally based on self-reflection (internalising the message and considering one's own behaviours). There is limited propensity for peer-to-peer sharing of the campaign.
- Consistently, audiences relay that hosting on social media is more likely to attract their engagement than static posters on campus. Whilst posters might raise awareness, social media is more conducive to the level of engagement required to incite attitudinal and behavioural change.
- A clear benefit of both campaigns is their capacity to carry a range of messages. Pre-formative work found that audiences lie across a spectrum, with different issues being relevant to people at different points in relation to their awareness, empathy and knowledge of the issues. That the campaigns can flex to include such range ensures that it is able to adapt to the needs to a broader range of audiences.
- Audiences are commonly interested enough in these issues that they're predisposed to engage. Unlike other types of advertising (e.g. in the consumer market) which rely on simple, stand-alone messages to cut-through, there is potential in this setting to leverage latent intrigue and foster 'willing engagement' from an audience keen to hear more.

Both campaigns have their merits. However, the merits of Concept Q are more conducive to promoting a journey from engagement to attitudinal and ultimately behaviour change.

- **Concept P (Portrait Statements) has a range of natural advantages:**
 - 1) **The inclusion of real-world students**
 - At a fundamental level, the inclusion of human eye-contact is attention grabbing.
 - The implied peer-to-peer nature of the campaign is conducive to driving engagement.
 - Hosting students in frame implies appreciation of context; that the campaign is founded on real-world consultation on the issues. This inclusion goes some way to addressing mistrust of institutions – lending some credibility and relatability to the campaign.
 - 2) **That static ads are a stand-alone packaged piece of information**
 - Concise and simple enough that the entire message and intended action is reliably taken away from the campaign. Lands an impact as a stand-alone.
 - 'Liked' by audiences who are relatively narrow-minded / less engaged by the issues in question. They prefer to be handed the answer.
- **BUT, in practice, audiences readily find fault with how Concept P (Portrait Statements) is delivered. Ultimately, how the final execution is received is not completely predictable:**
 - Portraiture of students commands undue attention. Audiences easily become pre-occupied by who they are, what they look like, whether they could credibly be attributed to the quotes, etc. Ultimately, whilst eye catching, they can also be distracting and add an unpredictable quantity into how the campaign is received.
 - Very difficult to balance supposed 'student voice' with actual copy. However it's written, if succinct enough to fit on an ad then it's liable to feel forced or ingenuine. As one student put it: "Trying to be relatable and failing". When inferred this way, it critically undermines the campaign's credibility and therefore impact.

- International students in particular are averse to the use of a casual tone. It seems disjointed to make such issues feel 'approachable' in this way.
- Sells curiosity short to be so blunt in the instrument. Does not predictably drive engagement since it does not incite desire to hear more.
- **Critically:** Can feel accusatory. Particularly likely to put less progressive men off-side, those who are (arguably) the most important audience with the most to gain from an effective campaign.
- **Concept Q (Question Statements) has a range of advantages conducive with greater attitudinal and behavioural change**
 - Neither campaign direction in and of itself can reliably drive attitudinal or behaviour change. Rather, they depend on further engagement. Concept Q is significantly more likely to drive that engagement.
 - Particularly in a social media environment. Audiences naturally and proactively suggest how the campaign could make use of 'swipe up to find the answer', 'polls', and 'click through' in this setting.
 - Some show proclivity to take a position before clicking-through to understand more. In other words, attention is driven not only by the answer to the question, but by engaging with the question itself.
 - First-person phrasing of the questions encourages introspection. It's not an easy out to see and believe one knows already the answer / message. Rather it leverages the audiences' latent curiosity.
 - **Critically:** The campaign is implicitly consultative; audiences are more likely to feel like they're being brought on-board with a broader message rather than being talked-at top-down. It takes students seriously, on their level, with due respect. We know from pre-formative work that this is intrinsic to successful communication on these topics.
 - Audiences predict more continuity of engagement as people are curious about what further questions are going to be asked.
 - Bright colours more reliably stand out in a range of environments. They further enhance continuity as the colours can be kept consistent. Colours / bold-typefaces are reflective of favourable advertising such as that for bands or 'Cards Against Humanity' (a trendy card game). Whereas portraits were inferred to be more traditional, mainstream and therefore 'establishment' / 'institutional' rather than on audiences' own level.

Conclusions / recommendations:

Either campaign can deliver the intended message. But Concept Q is the direction most conducive to the target outcomes.

- **Concept P is an inherently limited campaign and inherently unpredictable in how the final execution will be received:**
 - Didactic statements tend to wash over audiences as agreeable. Audiences believe themselves to be 'on the right side' of such messages, and as such just accept them as known and move on. The campaign does not incite further inquiry or self-reflection.
 - The inclusion of portrait images, necessary to 'soften' the didactic statements by making them peer-to-peer, is an unknown quantity. The success of the campaign would depend on minor nuances in how these were executed.
- **Concept Q is a more challenging direction, but results in more meaningful audience interactions, engagement and ultimately is more conducive to the desired attitudinal and behavioural change outcomes.**

Next steps:

Quantum's final report will include full detail on optimising either campaign direction, including notes on tagline, logo and content.

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