

2024/25 Enough is Enough impact report

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Overview

This report has been created to document the impact of the Enough is Enough project's Mandatory consent workshops which ran across the Welcome period and into term 1 of the 2024 academic year.

This is the most detailed EiE report to hand, that SOAS SU is at least aware of. We have some data from last year to occasionally refer to for comparison, but beyond that unfortunately we have very little information available. However, by just next year we will have three consecutive years of information to be able to see how the project has developed and hopefully will continue to keep records and pass them on.

In 2024 we also changed the workshop material and structure quite significantly; previous year's workshops were around an hour and a half (some took up to 2hrs depending on the size of the group/ who was running them). The content was also a little disorganized and very text-heavy, and some of the information was becoming outdated. This year we focused on condensing the information down to the core essentials every student needs to know, with the hope that students would be able to better retain information long after they left.

As the Enough is Enough Coordinator¹, I only joined SOAS part-time in August 2023 so last year's welcome period was my baptism of fire into the world of consent workshops, whereas this was my first time fully leading the project with some idea of what to expect. I'm very personally very happy with how the workshops went this year, as with the state of Enough is Enough as a whole. I am especially proud of our Welfare Contacts both 2023 and 2024, especially the three who stayed on between years.

Context

Planning for the consent workshops began at the end of Term 2 before the spring break, when we went out for recruitment for Welfare Contacts. We recruited a team of 11, who were then trained on their role across a 7hr training day a week ahead of the first workshops by the Enough is Enough Coordinator.

The workshops began from the first day of Welcome week, and throughout Welcome Week and Week One of term they ran every hour from 10am until 5pm. Originally the plan from months ahead of time had been that all incoming students would see a designated time to attend in their timetable, however a week before Welcome Week we were informed by the timetabling team at the university that this wouldn't be possible due to a technical difficulty (more on this later under 'weaknesses').

¹ My job title has since changed as of Oct 1st to Student Engagement Coordinator, as I still lead the EiE Project three days a week but now additionally cover Student Reps two days a week.

Instead, students were informed through a variety of channels such as the SEER teams handbook, department inductions, social media, SU newsletters, all-student emails, and posters dotted around campus wherever security might not tear them down.

During Welcome Week the workshops were split between the lecture room R201, and Ambedkar Studio in the Student's Union. In Week One they were supposed to be split between Ambedkar Studio and Ramla Ali both in the student's union but due to some last-minute room changes (again, more later under 'weaknesses') they ended up all happening in Ambedkar Studio. This will be touched on more under 'strengths' but this was unexpectedly positive and something we will look to continue next year.

After the welcome period we took a week off, then ran additional workshops on Wednesday afternoons between 1 – 5pm, as well as optional workshops that expanded on themes introduced in the mandatory workshop for any students who were interested to learning more. All these optional workshops were in Ambedkar Studio in the SU, until the last sessions which ran in larger lecture halls DLT and KLT.

Every workshop began with a QR code students were asked to scan, which took them to a simple Microsoft form for them to confirm their attendance. This Microsoft form was only accessible through every student's SOAS outlook account, so that when they confirmed their attendance it was automatically updated on an excel sheet for the EiE coordinator to monitor.

If student's had issues, the Welfare Contacts were told to ask them to add their name and student number to a paper register, which would be manually added to the excel sheet by the EiE Coordinator later on. There were some issues with this system which will be covered later, but for the most part this was the best registration system we've used.

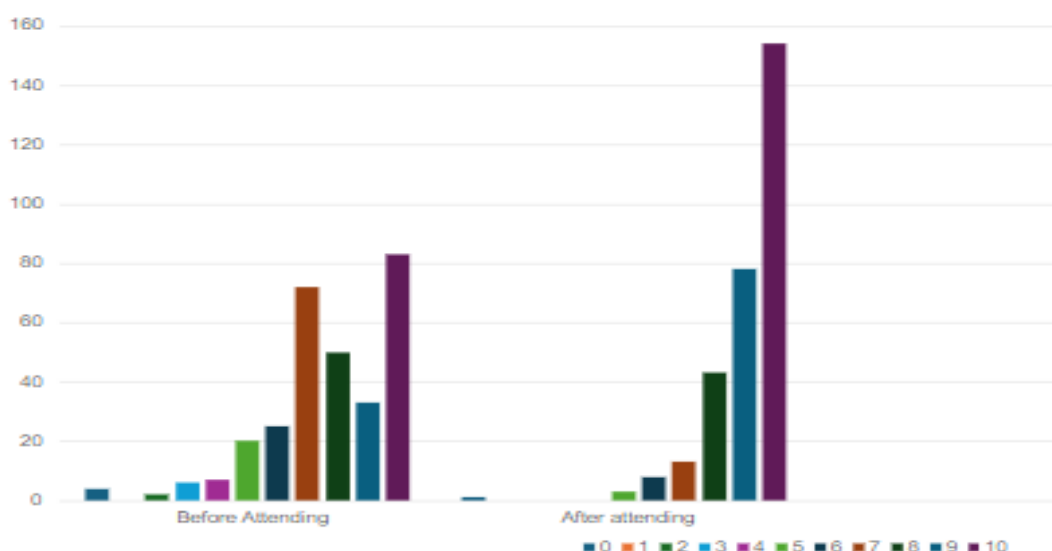
At the end of every workshop was another QR code for student to scan to complete a longer Microsoft form to give anonymous feedback on how they felt the workshop went. Once all the workshops were done, we emailed a copy of the slides as well as an additional resources list to all attendees to thank them for completing their workshop and to stay up to date with the Enough is Enough Project throughout their studies.

Student feedback data: confidence rating

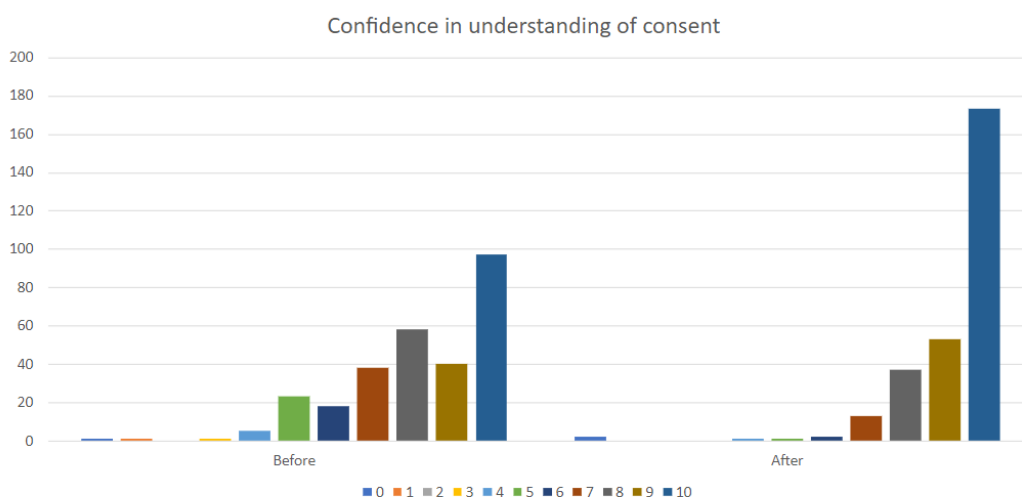
This year's feedback form was the same method used as last year, with the questions left essentially unchanged. Last year we collected 285 responses (19.4% of attendees) and this year we collected 358 responses (20.6% of attendees).

In both forms we asked students how confident their understanding of consent was before the workshop, and then how confident they felt it was after.

2024 Chart



2023 Chart for comparison



This is fairly similar to what we saw last year, with a slight decrease in confidence before attending. This year the ratings for after attending are a bit more spread, as last year we found minimal rating below 7/10 whereas this year the significant ratings started from 5/10, and this year found less 10/10 ratings after attending than last year.

However, as this year we started with students who had rated themselves less confident going in than student last year did, and ratings between 8-10/10 are overall higher, this doesn't seem like anything to be concerned about. Especially since this year we rolled out new workshop material and halved the length (1.5 hrs/2hrs down to 1hr) it'll be more interesting next year to compare a second round of running more-or-less the same workshop structure and content to this years, before deciding if we need to rigorously go through it.

Student Feedback Data: Comments

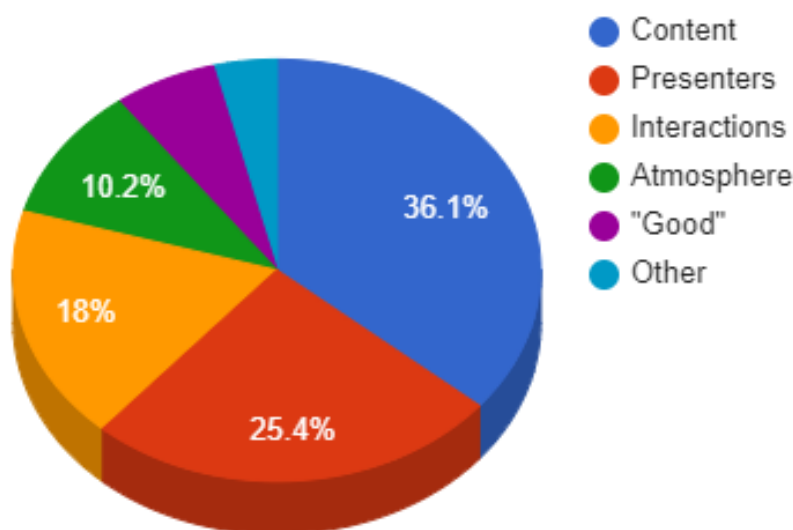
We also asked students what they liked most and liked least about the workshop. These questions we allowed students to freely write out their feedback, which was later sorted through and categorized by similar theme.

We did the same last year so we can compare.

Liked Most

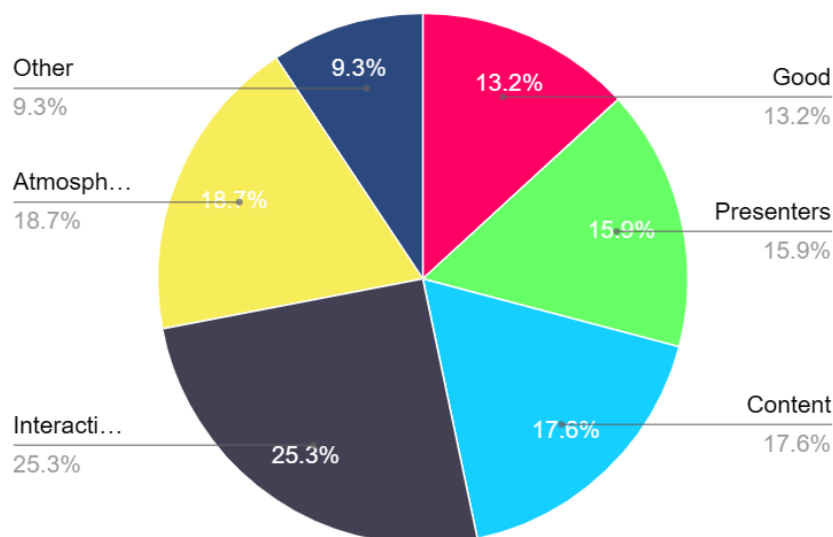
2024 Feedback

Liked Most



2023 for comparison

Pie Chart



The largest proportion of positive feedback was around the content of the workshop, i.e. the slides and/or the topics that were covered. This was great news and admittedly a huge relief as this year the content was almost completely new, and there was concern that in having to find a way to almost completely halve the length of the workshop, students would feel that the content suffered as a result². It's not overly surprising then that interactions- meaning, how interactive the workshop was and how much students got to interact with one another- dropped from the largest section to the third, as the previous workshop had more time allotted for more lengthy discussions. But a drop from 25% to 18% isn't bad, and a worthwhile trade-off for making the workshops fit within an hour.

It's also good to see that presenters are highly appreciated, and more so than last year. Last year's Welfare Contacts did a fantastic job, however this year's group benefited from considerably more training ahead of the workshops. Last year, Welfare Contacts weren't recruited until the start of September and resulted in their training being online and only around 2-3 hours. This year we chose to handle Welfare Contact recruitment and training very differently and the feedback from students appears to reflect that as an improvement.

It's also positive to see that the categories of "Good" (where students haven't said anything specific, just "I liked it" or "I thought it was all great") and "Other" are smaller

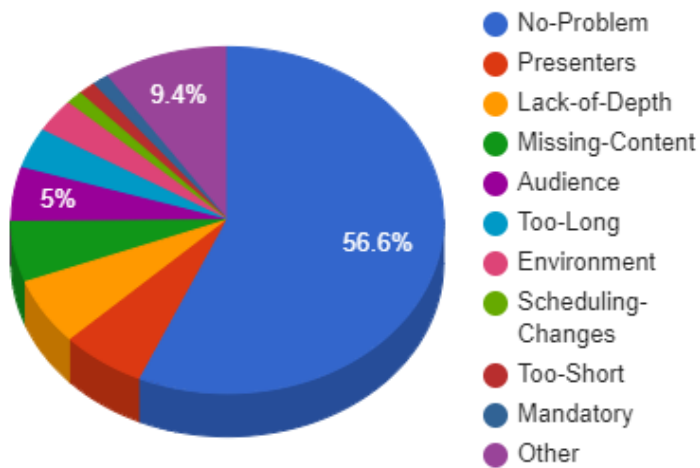
² It will be clear from the next section of feedback, but the reason we halved the workshop was based on majority feedback last year that the workshops were too long. Shortening them also meant we could fit more into each day, run more workshops overall, and made them easier for the Welfare Contacts to run.

this year, which seems to mean that this year there was more positive aspects that distinctly stood out to students for them to identify. It also could be an effect of the workshop being shorter, that by the time students reached the feedback form the workshop was fresher in their minds and they remembered more that they liked, which is exactly what we want.

Liked Least

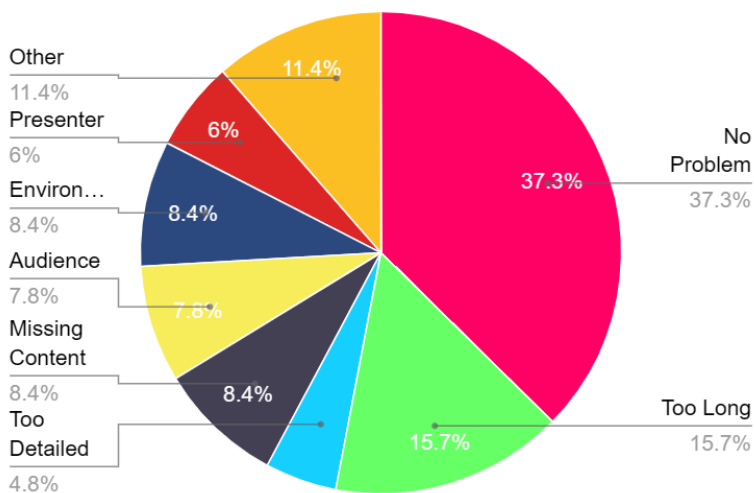
2024

Liked Least



2023 for comparison

Pie Chart



This graph is a very positive sign. Both in 2023 and 2024, the largest category has been “No Problem”- students who answered that there wasn’t anything they didn’t like. This year it reached 56%, meaning most respondents had no issue with the workshop.

The rest of the graph is pretty much exactly what we hope to see. Last year, the responses varied in lots of small groups, with the only significant issue being that the workshop was too long. We resolved that this year, and now the 2024 feedback is even more split with the second largest group just being “Other”, and no one issue being even close to 10%.

This is really good news, because it’s a question where we have asked what students liked least and so many students will just pick something they can think of. But not having any large groups, tells us there are not major issues or concerns. In fact, we had to add more categories this year because the feedback varied and some of it contradicted- almost as many students said the workshop was still too long, as said it was now too short.

The one note we could pull from this is if we combined lack of depth (students who felt we could’ve covered the topics we did in more detail) with missing content (students who identified information that wasn’t included at all) we do get a significant portion who have touched on the issue we had feared of losing scope when re-doing to workshop content and shorting the sessions to an hour.

Because there was so much positive feedback about the content, this still doesn’t seem to be a significant issue, the trade-off for the workshop being 1 hour still seems worth it, and it is hard to believe a considerable amount more could be added without the risk of workshops running overtime. It is also worth noting that we saw from the confidence rating that the majority of students do rate their understanding 10/10 coming into the workshop, so a short workshop designed to cover the core essentials is naturally going to appear to lack some depth for students already very familiar with consent themes and able to think of over topics that could be included.

It may be worthwhile reviewing the workshop content over the summer period to see if there are any minor areas it can be tweaked or improved further, but ultimately the feedback indicates that it’s for the most part good as it is.

Attendee Demographic Data

This information was able to be pulled from our membership information on MSL. Annoyingly I haven't been able to find the same information from last year's attendees for comparison, but I was able to compare the demographics of our attendees against a dataset for all first-year SOAS students to see how in line we are with our student population.

I have occasionally ignored groups that were less than 5%, just because it's such marginally small numbers from that point and we really don't need to go into that much detail. This is just to give us rough idea of if there are any student groups we could be doing more to reach.

Notably missing from this list is information on multiple EDI demographics, frustratingly MSL doesn't contain that information so that's just not something we can track at this stage.

Category	Demographic	Attendees	Uni Population	% Difference
Age	18-21 year olds	49.51%	50.4%	-0.9%
	22-25 year olds	25.3%	20.3%	+5.0%
	26- 30 year olds	13.5%	11.2%	+2.3%
	Over 30	10.5%	18.0%	-7.5%
College	Law, Anthropology and Politics	37.7%	35.7%	+2.0%
	Development Studies, Economics and Finance	26.4%	32.6%	-6.2%
	College of humanities	24.1%	23.9%	+0.2%
	Foundation College	5.6%	4.4%	+1.2%
	Academic Registry	5.4%	3.4%	+2.0%
Course Name	LLB	10.9%	11.9%	-1.0%
	Politics and International Relations	5.9%	4.9%	+1.0%
	Accounting and Finance	2.8%	4.5%	-1.7%

-	(all others ≤5%)	-	-	-
Department	School of Law	16.1%	16.0%	+0.1
	School of Finance and Management	6.5%	11.3%	-4.8%
	Department of Politics and International Studies	9.7%	9.2%	+0.5
	Department of Development Studies	10.8%	7.1%	+3.7
	Department of Economics	4.7%	6.5%	-1.8%
	Department of Anthropology Studies and Diplomacy	6.4%	4.3%	+2.1%
	(all others ≤5%)	-	-	
Fees Status	Home	52.6%	63.0%	-10.4%
	Overseas	43.4%	33.4%	+10.0%
Mode of Study	Full Time	96.2%	80.2%	+16%
	DL	No Data	10.6%	NA
	Part Time	2.89%	6.8%	-3.9%
Nationality	UK (Comb.)	47.6%	57.2%	-9.6%
	USA	6.5%	3.5%	+3.0%
	China	4.6%	3.3%	+1.3%
	India	5.1%	3.0%	+2.0%
	Japan	2.6%	1.4%	+1.2%
	South Korea	2.1%	1.5%	+0.6%
	(all others ≤2%)	-	-	-
Sex	Female	67.7%	62.9%	+4.8%
	Male	31.5%	37.0%	-5.5%
Student Level	BA	21.8%	29.3%	-7.5%
	BSC	12.0%	15.0%	-3.0%
	MSC	17.6%	14.8%	+2.8%
	MA	22.3%	13.3%	+9.0%
	LLB	11.2%	12.5%	-1.3%
	PHD	3.4%	7.4%	-4.0%
	(all others ≤5%)	-	-	-
Student Type	UG	45.0%	56.8%	-11.8%

	PGT	44.6%	20.3%	+24.3%
	DT	No Data	10.6%	NA
	PGR	3.5%	7.5%	-4.0%
	(all others ≤5%)	-	-	-

Students we reach well:

- 22-25 year olds
- Department of Development Studies
- Overseas
- Full Time
- USA
- Female
- MSC
- MA
- PGT

Students we reach less well:

- Over 30
- (College) Development Studies, Economics and Finance
- (Dept.) School of Finance and Management
- Home
- Part Time
- UK (Comb.)
- Male
- BA
- BSC
- PHD
- UG
- PGR

Again, since the largest negative difference is only 10% (home students) there's nothing here that is ringing alarm bells. However, it is helpful for us to know who are most and least engaged students are, so we can bare them in mind and hopefully fill some gaps by next year. Especially approaching the Department for finance and management in the hopes that they will support us in encouraging more of their students to attend next time.

It will be a larger exercise, likely over the summer break, looking at this data along with student feedback to get some idea of why some students are disproportionately under engaged- especially home students compared to overseas.

Because of the nature of a SGBV prevention project and the themes surrounding a consent workshop, the key demographic information is always going to male and female students³. Whilst I'd love to see both sides be perfectly proportioned to match student population, we know that male students are typically the hardest to reach so only being 5% less than the student population is not too bad- but there obviously is room for improvement.

Our hope and goal will always be to have minimum 0% difference on both sides, but realistically we have little control over what incoming students are exposed to before joining SOAS and many do feedback that they have sometimes never attended anything like a consent workshop before university. There's already a lot that is going to happen between now and September 2026 that undoubtably will impact incoming students' perceptions of gender and sexual violence, and plenty we perhaps cannot predict at this point. The best we can do plan ways to prepare for this as best we can.

SWOT Analysis

Strengths

- Highest ever attendance (1735)
- Potentially most workshops run (86)
- Even more feedback collected than last year (20.6% of attendees)
- Managed Welfare Contact shift patterns considerably better than last year
- Tracked attendance far more efficiently than previous years

Possibly the biggest strength this year was the attendance, which was 1735 first-year students. It is unfortunately difficult to say the exact percentage of students we expect to attend, which will be expanded later. But we know at least 55% of first-year students attended, so at the very minimum it was still the majority.

The other strength is the number of student feedback collected. Considering gathering student feedback is akin to gold dust in student's unions and it only gets rarer as term goes on, having so much information from students is very valuable and encouraging that we are continuing to steer Enough is Enough in a direction that serves current students.

³ As mentioned regarding EDI demographics, annoyingly we only have male/female binary sex data. Either MSL or the university doesn't collect data on gender identity or diversity, so until they do or I somehow find access to it, this is the limited information I have to go off.

Another strength is that compared to previous years, everything was organized much further in advance, especially Welfare Contact Recruitment. As mentioned previously, this year we went out for recruitment before the end of the Spring term with a condition for applying being that they be available for an in-person training day. This did mean having the training day in September already booked and scheduled in May, but it was worth it to reduce some of the workload closer to the Welcome period as well as avoiding trying to arrange a time with a large group of students who, as we experienced in 2023, often are all in completely different corners of the world during summer break and so in order to meet in person before Welcome need their flights and accommodation sorted well ahead of time.

Another strength of this year was running more workshops than before. We ran 70 workshops across the Welcome Period, and a further 16 across term 1 - 86 in total. This was largely possible, once again, because the workshops are now 1 hour long, we could fit more into each day. An added benefit of this was being able to run the workshops at better times for both students and Welfare Contacts; last year workshops started at 9.30am and didn't finish until 7pm. This year they ran from 10am until 5pm, and we still fit more into one day.

Another reason this was possible was because of the reallocation of the budget. Last year we dedicated a large amount to paying external providers for services that were so massively under-utilized by students it really didn't justify the cost. Because we pay Welfare Contacts for the time delivering the workshops, re-allocating the money we saved allowed us to pay for more hours, which meant we could run more sessions.

Last year, the Welfare Contacts shifts were tracked very manually through WhatsApp group messages and an excel sheet. Because the Welfare Contacts are current SOAS students, and students keep consistently not receiving their timetable until term has already started, means that shift swapping is inevitable which made last year's methods completely ineffective and resulted in a few avoidable mistakes. This year was the first year we used the Shift app within Microsoft Teams, which was considerably better especially for allowing Welfare Contacts to offer one another shifts to cover or swap. This was primarily a win for the SU staff team in terms of making it much easier to keep track of what the Welfare Contacts are doing, and to ensure everyone is paid correctly and on time. We will use the same tool next year.

Finally, last year we tracked workshop attendance at the very least the best we have a record of and as far as we're aware, did manage to account for every single student who attended. However, we did this through asking students to write their name and student number on paper registers, which were typed into an excel spreadsheet by the Enough is Enough coordinator. This took literal days to complete and was in no way the most effective use of staff time or energy. This year we instead asked students to scan a QR code to a Microsoft form, which prompted them to confirm their attendance. When

completed, this data was automatically updated into one excel sheet, with the student's full name, student number, and time and date they joined. If students had issues accessing the form, they could still sign a paper register which would later be typed up. Although this method did come with a handful of issues which will be touched on within weaknesses, this was a considerable improvement on last year.

There were other areas that could be considered strengths this year, but these were the top five highlights.

Weaknesses

- Once again, problems from timetabling that were completely beyond our control
- Next to no interest in the optional workshops
- Difficulties with communication among both the SU team and relevant university services, especially about where workshops could/couldn't happen and equipment/chairs in Ambedkar studio
- Borrowing laptops from the library was a nightmare
- Registers- Some students took photos of the QR code and shared them in group chats to cheat, some people had no Wi-Fi for whatever reason, so they scanned it later when they got home

The consistent weakness and biggest hurdle facing Enough is Enough is the universities timetabling system. Despite this, last year when asked in the feedback form how students heard about the workshop, the overwhelming majority responded that they saw it in their timetable, so despite the headaches it seemed worth continuing to try.

This year we truly made it a priority to give including the workshops in students timetables the best possible chance of working effectively; communicating with the timetabling team months in advance, the entire schedule of workshops was planned around what would fit best into the universities archaic timetabling software. And it was planned, we were reassured more than a month in advance that it was all set... and then a week before Welcome Week began, received an email that due to some 'technical issues' it in fact would not be possible to have any workshops in timetables.

The wasted time and energy that went into trying to get the workshops in students' timetables could only be bested by the absolute chaos of having it pulled at the last minute. We had university comm's frantically trying to be corrected, induction presentations that were too late to be updated. Students arriving at university, expecting to find it in their timetable and being confused that it wasn't or panicked that they'd missed it. Not to mention a whole team of staff and Welfare Contacts, with no idea what this could mean for our attendance if we struggled to get students to even know they needed to attend- we had previously attempted to run only workshops in January 2024 without timetabling and had the exact scenario, but weren't sure if it was because it was January or not having timetabling or a mix of both. We genuinely worried

we could have days of empty workshops, with all our hard work going essentially to waste.

A very good thing that came out of this was that it had finally proven that we do not need timetabling at all. Luckily, we managed to have one of the best workshop periods to date regardless and our worst fears were not realized. This is nothing on the amazing people who make timetabling happen, the problem (as far as we could tell) seems to be how massively outdated and not fit for purpose the actual timetabling software is. It also causes problems for Welfare Contacts- as previously mentioned, they are current students and so when asked what their availability looked like for workshops, many of them had no idea because they still hadn't received their own timetables less than a week before we began. This meant that once everyone finally did, many had to find cover or swaps for their shifts and potentially lost out on hours because of workshops they'd be scheduled for clashing with their lessons.

Unless before next year the university drastically updates the timetabling software, we will expect to see the same chaos again. Unfortunately, this means we can't do much to prevent stress for our Welfare Contacts besides prepare them and hopefully navigate it as smoothly as possible, which is helped using the Teams Shifts app. But we will not be using the university timetabling system for the foreseeable future and instead focusing all future energy on students comm's.

The next weakness we had this year was the Optional Workshops: this was completely new for this year, as a result of the mandatory Consent Workshops being shortened and somewhat simplified down to the core essentials, the idea was to offer five Optional Workshops throughout Term 1 that expanded further into each of the core points introduced within the consent workshop. Unfortunately, turnout was incredibly low and the amount of work involved in producing these workshops as well as training the Welfare Contacts to deliver them was not worth it. We likely won't offer these in the same way again next year but instead have plans to allow societies to book either Welfare Contacts or the Enough is Enough Coordinator to deliver training to their committee or society. So, we may re-use the workshop material to give them multiple topics to choose from.

The next weakness this year was a general issue of lack of space, and communication within the SU team. Unfortunately, despite the consent workshops being mandatory the EiE coordinator is only granted room booking access to university spaces after teaching space has been allocated, meaning from Week one onward almost all space that is suitable to deliver the workshops is gone. This year in fact, the EiE coordinator was told point blank that they could not have any university spaces during Week one. In theory, the SU luckily has two new spaces (The Ambedker Room and Ramla Ali) that had not finished being renovated last year. So, the natural solution was to hold workshops

within these spaces, however due to communication issues across the SU staff team this was not as straight forward as it could have been.

Welcome Week planning began later into the summer term than normal, and the Enough is Enough coordinator was not invited to any Welcome planning meetings. This in retrospect was an oversight, because it meant that despite having rooms booked within the SU room booking system, staff were assuming spaces were available. There were repeated issues from one staff member saying meetings couldn't happen in the SU spaces at all, to another saying that they could, and no meeting space or time available to have these conversations as a team- only via the EiE coordinator.

Once it was agreed the workshops could happen in the SU spaces (months ahead of Welcome week planning) other staff later didn't realize this was the case and allowed societies to book Ramla Ali. The workshops had to be rearranged to accommodate the society, only for all workshops to end up being moved into Ambedker Studio anyway because all the bar furniture and shop produce was stored in Ramla Ali over the weekend between Welcome and Week one, with no one except the EiE coordinator available before 10am on a Monday to physically move it. There were similar repeat issues throughout the week, of Welcome activities being organized that required the SU's TV screen despite the consent workshop needing to use it constantly. Useless furniture that took up valuable space in the Ambedker studio being promised to be removed, and then still being there throughout all workshops (it's still there now, there's actually even more). Welcome events also took place that required the chairs from the SU space, despite all of them being used to seat as many students as possible for the workshop- again, Enough is Enough had to give up chairs to accommodate a situation that could have been solved another way ahead of time if they had been included in any Welcome planning meetings.

The choice to not include the Enough is Enough coordinator in any welcome planning certainly did not come from a place of any malice or ill-will, it was likely an attempt to not waste their time and energy during a very busy period. However, the clear lesson learned here is that SU Welcome events cannot be effectively planned separate from the consent workshops without clashing with one another and causing considerably more stress and chaos later down the line than a few meetings earlier on.

Another weakness was that the workshops required a laptop to be able to present on the Ambedker Studio screen, and the SU did not have a laptop. Luckily we now have one, but this didn't happen until the workshops were over. So for the majority of the 86 workshops, the EiE coordinator was borrowing laptops from the library- however, these laptops had no charging cable with them, so would run out of battery around midday and the library only allows staff to borrow one laptop at a time.

Because the workshops ended up in one space back-to-back, it became near impossible to switch the laptops out, without it eating into workshop time as the EiE coordinator had to daily drop what they were doing, run the laptop to the library, take out a new one, double-check it was allowing them to connect to the Wi-Fi (a lot of them didn't, no one including IT services could figure out why) run the laptop back to the SU, and set the presentation up. This issue hopefully will not happen next year as we finally have our own laptop and charger which can remain in the room all day long. But as a future note: borrowing laptops from the library is for one-off emergencies, it is not an effective long-term plan.

Finally, the last weakness was some issues with the registration process. As mentioned earlier, the workshop began with a QR code on a slide which students were asked to scan to register their attendance. Unfortunately, three issues occurred at once: I started noticing records coming in at times when students could not have been in a workshop, such as late at night or over the weekend, we caught students taking photos and scanning the QR code through the window to Ambedker without attending the workshop, and we found out that some students had taken a photo of the QR code and shared it within group chats with other students so they could also scan it without actually attending.

This was an unprecedented issue, and so the best solution became to go through the register excel sheet and identify any students who recorded their attendance at an unusual time and email them to ask that they explain why their time was unusual before a set date. If they did not respond with a reason before that date, their record was considered null and void and moved onto a separate list. The majority did respond, and actually identified that they had issues scanning the QR code at the time (lack of Wi-Fi, low phone battery etc.) and so had instead saved the link or had a friend they joined with take a photo of the QR code so they could scan it later on once they were home. It is impossible to know if every student who said this was telling the truth, but as it was such a common explanation we had little option but to take their word for it.

There were a small handful of students who replied admitting to scanning a photo of the QR code and apologizing, who later did properly attend the workshop. I also included in my email that if they did scan without attending, they could still attend a workshop without getting in any trouble or having to admit to anything. Funnily enough the attendance form was set up so you could only register twice, meaning after that email was sent out we had so many more students who had to ask to use the paper register because they 'couldn't scan the QR code', that Welfare Contacts fed back that they were concerned the form had broken. The form and QR code were not in fact broken, they just couldn't scan it a second time. So, I do feel we dealt with that situation as best we could, and am confident that everyone who is now on our records as having attended did in fact attend.

Opportunities

- Concurrent workshops, depending on budget constraints.
- Alternatives to the optional workshops.
- Alternative methods for survivors to self-identify.
- Consider running the workshops from W1 or W2, but not from Welcome Week.
- Online workshops for those who can't attend in person.

Depending on budget constraints next year, we could try running workshops concurrently. This happened a few times by accident this year because of both Welfare Contacts and students getting rooms mixed up, but it worked surprisingly well. The worry has always been if something goes wrong in both rooms at once and there isn't the staff capacity to tackle both issues at once, however with the right scheduling around staff availability and having two Welfare Contacts in each room means that there should always be enough hands available at any given time that even if the EiE Coordinator needs to ask a Welfare Contact to leave their workshop to help another Welfare Contact elsewhere, that is possible if absolutely necessary.

The potential benefits to running concurrent workshops are that we would be able to offer more workshop times, reducing the chance of students not having a time available for them to attend. Busy times like midday could be spaced out so that all workshop groups remain small, avoiding the risk of having to ask students to come back later because the room is too full and making for a better workshop environment because from experience they seem to run far smoother in smaller groups.

If we can do this next year, the best method may be to run one room's workshops 20-30mins behind the other. That way, when students arrive to the workshop past the 10 min cut off when we no longer allow late comers, we can ask them to just wait 20mins until the next workshop in the other space- rather than asking them to come back in 40-50 mins. The biggest downside to this method is Welfare Contact cost as it would mean increasing their hours, so whether this is possible will depend on what the EiE budget looks like for 2025/26.

The next area to look at will be if there's another alternative to the optional workshops, to allow students to further expand their knowledge on the topics introduced within the workshop. One option for this could be physical and/or digital information booklets or packets that they can receive at the end of the workshop, and this possibly could include some variation of the QR code they are asked to scan to confirm their attendance. This is an area to explore further ahead of September.

Another area to explore is finding a better method for survivors to self-identify so that they are recorded as not having to attend the workshop. This year we just asked that students who have issues with attending email myself, and if they gave finding it triggering as their reason, I noted their student number on a separate list and emailed

them back to let them know they didn't have to attend. This is somewhat time consuming for both me and the student, as well as potentially stressful for the student. Additionally, a few times students emailed highly detailed and sometimes distressing information about what they had experienced, possibly believing they needed to provide some form of evidence. It is an area to explore further, to make it clear for survivors that they do not have to attend or provide any evidence, whilst also not publicising it so broadly that students take advantage of it in bad faith. This isn't something I'm too concerned about, and ultimately the wellbeing of survivors is more important than avoiding potential workshop-dodging students.

Another opportunity to explore next time is starting the workshops a week later - meaning, from Week One and Two instead of from Welcome Week. This would mean the workshops should clash less with the bulk of Welcome Week activities, leaving the SU spaces free for Welcome week. It gives incoming and late-enrolling students more time to find out about the workshops, and the SU team more time to fully promote the Enough is Enough Project during Welcome Week. This year and last year, an EiE event has been a part of the Welcome schedule, however it is nightmarish to organise alongside the 86+ workshops and recruiting and training a whole student staff team. Being able to have the event a week ahead of any workshops makes it easier to organise, ensures Welfare Contacts are available to facilitate it, and gives them the opportunity to get to know one another better before running their first workshops. Unless any major obstacles prevent it, which haven't been considered at this stage, this is one change that is all but confirmed for next year.

Finally, it is worth considering methods of providing online workshops. There's a large portion of first year students every year who we can't reasonably expect to attend in person - such as distance learners, part-time students, certain disabilities etc. We did try running online workshops in January 2024 and next to no one attended, but it may be worth considering that no one attended because it was January and finding out if online workshops in September would be better attended.

Threats

- Not using timetabling but improving comm's for staff and students
- SU staff communication and planning
- Analysing attendance wins against incomplete MSL data

Luckily there are only three areas to consider threats, but they are fairly large issues that will take a while to fully tackle: the most straight forward is not using timetabling in the future, whilst ensuring students hear about the workshops. This year it went well without timetabling however bizarrely in the feedback form when asked how they heard about the workshop, 19% of students responded "it was in my timetable" even though it

almost definitely wasn't. We even reached out to the timetabling team to confirm, and they assured us that as far as they could tell, there was absolutely no reason the workshop would be in student's workshops.

There did seem to be a lot of confusion amongst students who expected it to be in their timetable, or seemed to genuinely believe it was (particularly students turning up to the wrong room and then insisting that was the room it said on their timetable... but then not being able to find it on their timetable again.) It also could be because we lost the support of timetabling so last minute, we didn't fully clear our various comms that mentioned timetabling, as well as department staff perhaps sharing that it would be in their timetable purely because they expected it to be, because it always has been. Hopefully knowing ahead of time that we're not using timetabling and being able to both work that into our comm's and update university department staff should hopefully clear this issue next September.

The other issue we faced this year to be aware of going forward, was issues of communication amongst the SU staff team. This year, we will need to push for Welcome planning to begin sooner and to ensure that all SU staff are part of the planning process, especially in making sure that all staff are clued up on what is happening with the consent workshops. This is theoretically a very easy but is part of a wider office culture issue rather than a specifically EiE problem.

The final threat is MSL- I had trouble finding an accurate data set of new 2024 students to cross-reference the attendees list with, so that I could only email the students who should've attended but didn't. I ended up emailing almost 1000 students who actually didn't need to attend because they did on their foundation year, or they're intercollegiate, or they're overseas or long distance etc, etc. For whatever reason, we just don't have an accurate data group in MSL for the students we need to target, and I don't understand MSL well enough to know how to create one. This is also an issue with determining accurate attendance rates, because our total attendance rate compared to the total number of first-year students is 55%.

However, by our best estimates of subtracting students we can't reasonably expect to attend (especially without providing an online version) along with considering Rape Crisis UK stats on how many students we can estimate to be survivors⁴, it surpasses our goal of 80%. But it's incredibly difficult when we don't have accurate university data as well as not expecting survivors to attend if they would find the content triggering is difficult to account for.

It's hard to say if accessing any better data is a realistic goal for us, because it may well be the case that it just doesn't exist or cannot be shared from the university and it just is the way it is. Instead, a better way of tackling this issue is perhaps to focus on overall

⁴ Link to source: [Rape, sexual assault and child sexual abuse statistics | Rape Crisis England & Wales](#)

attendance numbers and worry less about percentage goals of the overall population of first years, precisely because we're never going to expect survivors who find the content triggering yet have no way of knowing how many students that is, nor any ability to prevent that number from rising before students join SOAS. If we consider the total attendance of this year the benchmark and we ensure we always keep our attendance higher than approximately 1700- along with considering student feedback and implementing more methods to maximize attendance such as potential online workshops, broadening the methods of enforcement that make the workshops mandatory, and overall just focusing on keeping attendance numbers satisfactory that the project is working in spite of conflicting external factors.

Conclusions

This impact report has ended up considerably longer than anticipated. But it is important as a document that outlines a year where considerable changes were implemented and hopefully going forward, we will continue to have records of what methods have and have not worked for the Enough is Enough project as we continually evolve year on year. Without this documented knowledge, we can otherwise only continue to take blind risks in the hopes they work out the way we expected, but we only really get one try each year before we can dust ourselves off and try again. This year felt like the starts of having something close to a formula for Enough is Enough, so hopefully over analysing every silly little detail means that we can now continue with a clear-ish sense of how to make each year of consent workshops with guidebook on how to do it really well.

I genuinely think Enough is Enough is the best of its kind within HE, and whilst that is still a pretty low benchmark because it is one of the only of its kind as most universities and SU's don't have anything like the Enough is Enough Project, it will be very interesting after August 2025 when the OfS Statement of Expectations comes into effect to see how Enough is Enough continues to hold up against other institutions finally joining in. There may be other approaches we can learn from others to continually improve Enough is Enough, but I do feel that SOAS SU should be looked at as a positive example of how to run a SGBV prevention project of this scale.