EmilyTest

Tackling Gender Based Violence in Education

L.I.S.T.E.N. GBV RISK-ASSESSMENT TRAINING (CPD)

Evaluation Report

2022-2025

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INTRODUCTION TO L.I.S.T.E.N.

L.I.S.T.E.N. was created out of the absence of a comprehensive and fit-for-purpose risk assessment in Emily's story. To learn more about Emily, you can visit our website (www.emilytest.org)

L.I.S.T.E.N. is an evidence-based risk assessment tool for gender-based violence (GBV) in colleges and universities. The tool and corresponding training programme aim to equip all staff with the skills to respond safely and responsibly to students disclosing GBV. They are designed to complement existing safeguarding and risk assessment processes, and both the tool and training are customisable to meet the needs of individual institutions.

L.I.S.T.E.N. has been designed as an easy-to-follow conversation guide that can be applied by any individual, regardless of their understanding and knowledge of GBV. With a focus on student disclosures, the structure is simple: receive the disclosure, share the information, and ensure the student is safe.

Upon completion of the training programme, attendees will:

- Understand a basic definition of Gender-Based Violence (GBV)
- Be able to confidently respond to a disclosure of GBV
- Be able to identify and apply the steps of the L.I.S.T.E.N. framework appropriately
- Understand how to assess risk in GBV disclosures and take necessary action
- Be able to identify escalation contacts and signpost individuals to relevant resources and support services

In 2025, our L.I.S.T.E.N. Training was independently assessed and meets the high standards for Continuing Professional Development (CPD) - empowering staff to confidently and safely respond to GBV disclosures.

L.I.S.T.E.N.
TOP STATISTICS

32
L.I.S.T.E.N. Trainers across Scotland and England.

2,000+
members of staff trained.

3 nations reached:
Scotland, England & Ireland.

L.I.S.T.E.N. Delivery Locations

THE IMPACT OF L.I.S.T.EN.

This evaluation report represents feedback collected from over 130 L.I.S.T.E.N. training sessions delivered by EmilyTest, alongside feedback from a network of L.I.S.T.E.N. Trainers across Scotland and England. The report draws on data from all training sessions conducted between May 2022 and November 2025.

Pre- and post- training surveys are distributed to participants to assess prior knowledge of GBV and risk assessment procedures. The post-training survey also gathers participants' reflections on the training for evaluation purposes. Participation in both surveys is voluntary.

KEY FINDINGS

1 Enhanced Response Confidence

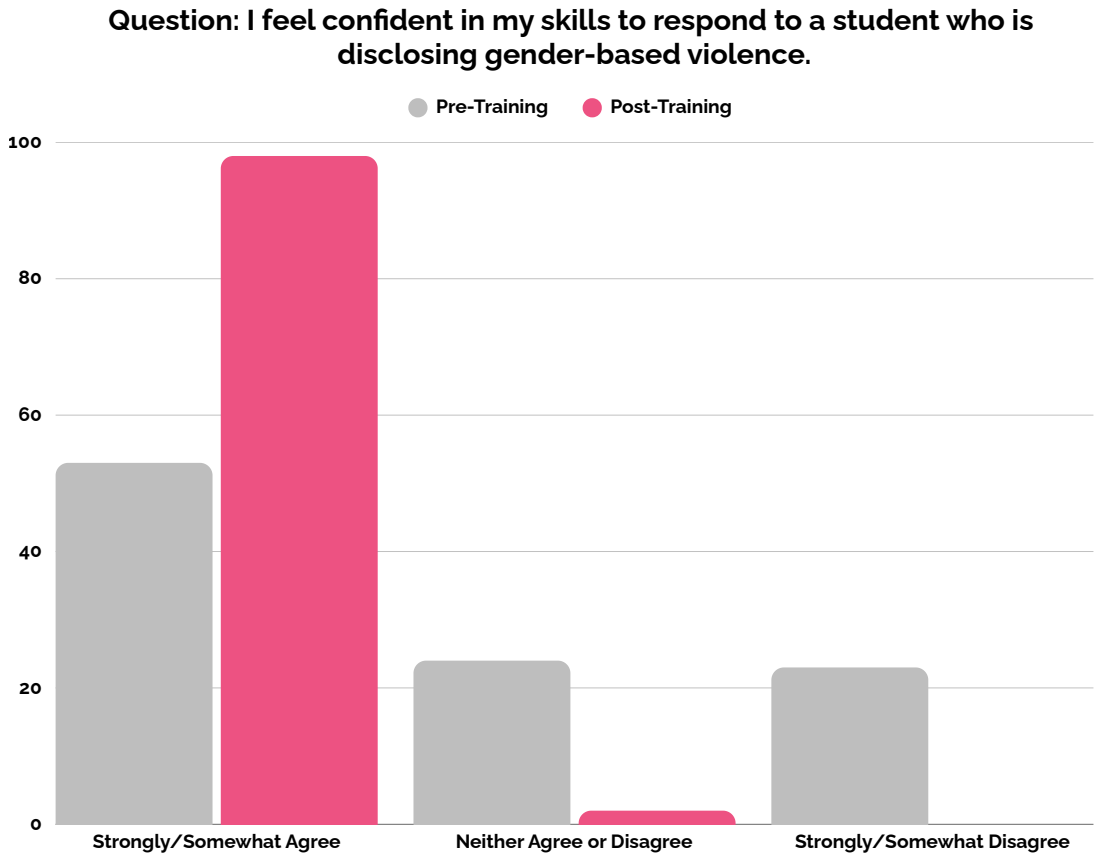
2 Improved Risk-Assessment Confidence

3 Improved Knowledge of Signposting

4 Positive Institutional Change

1 Enhanced Response Confidence

L.I.S.T.E.N. Training led to a significant increase in staff confidence, with 98% of participants agreeing they feel capable of responding to student GBV disclosures. Post-training results show a clear shift from varied to strong confidence.



Participant Feedback:

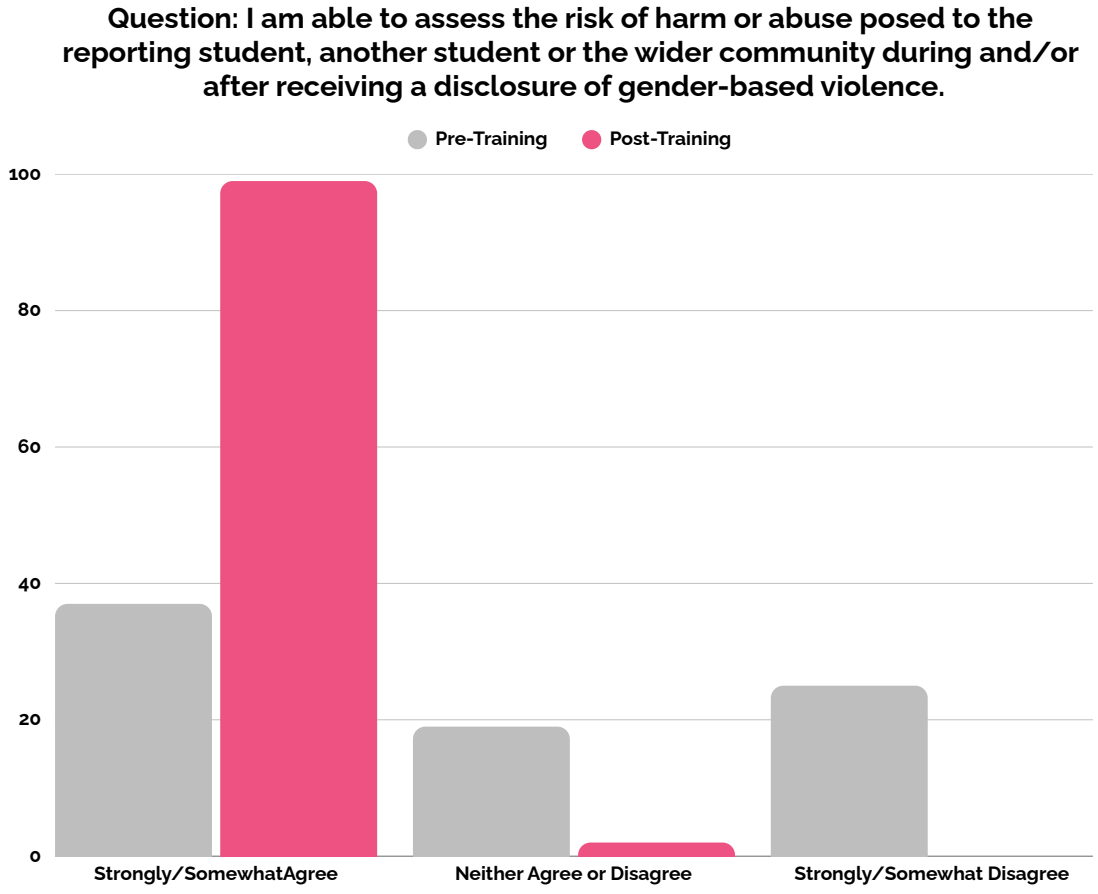
"(L.I.S.T.E.N.) Gave me an insight into what I can do if a student came to me with concerns/fears. I feel more confident in being able to handle a situation if it were to arise."

"The training can be applied really well to my role... and I feel confident in approaching GBV disclosures going forward."

"While challenging, the training was thought-provoking and really valuable - I feel more equipped to support students who disclose GBV now."

2 Improved Risk-Assessment Confidence

Training increased staff confidence in assessing risk of harm or abuse when responding to GBV disclosures, with 99% agreeing they feel capable post-training. Post-training results indicate a clear shift from varied to strong confidence.



Participant Feedback:

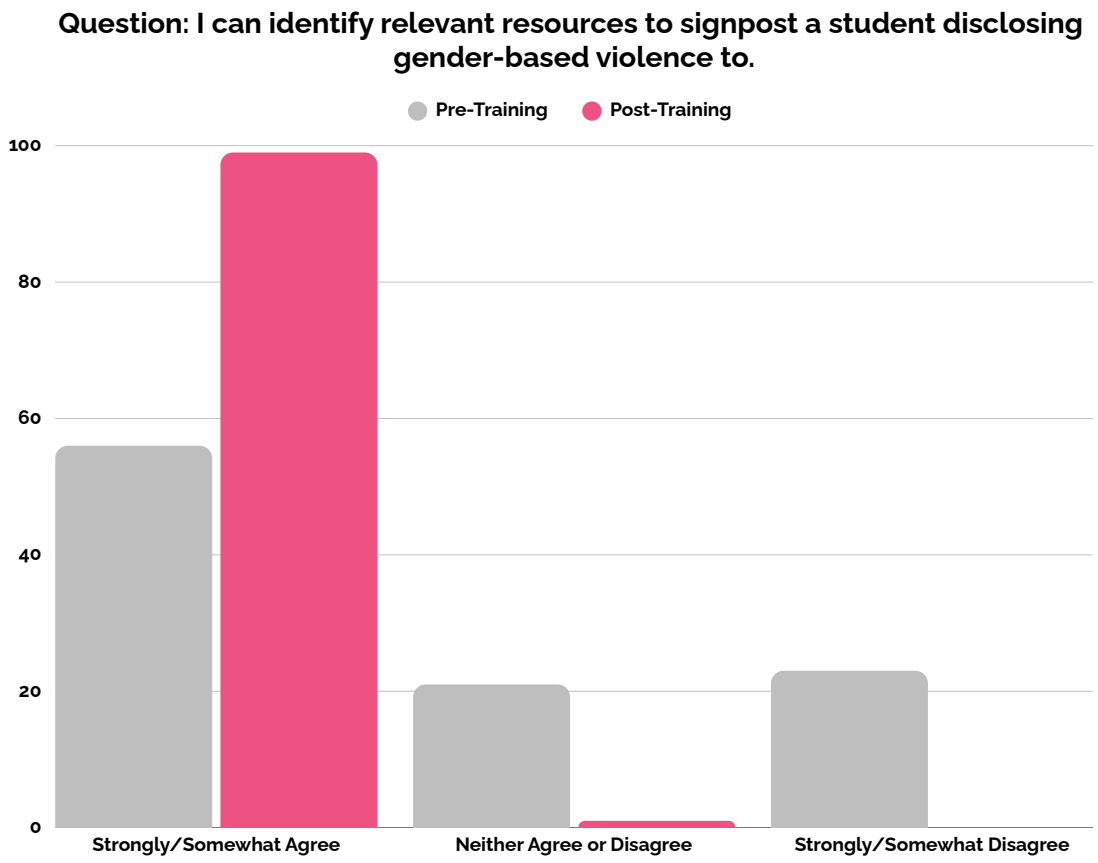
"Clear and easy to follow, simple steps. Trainer gave me confidence but also the ability to assess and respond appropriately"

"The training was excellent, usable and concise guidelines on how to report and support, assess whether a case is H/M/L risk, how to handle a conversation when someone is disclosing to me."

"Providing the tools to be able to support students when they are at risk."

3 Improved Knowledge of Signposting

Participants feel significantly more capable of identifying appropriate and relevant resources to signpost students towards further support following a disclosure of GBV, with 99% strongly agreeing post-training.



Participant Feedback:

"I found it to be a thorough and important training that was very informative and insightful. I feel it has given me a greater understanding of how I can best support students that are victims of gender based violence. I loved how the training was a safe space and felt open."

"I liked how real it was. It was scary, but it shows what to do when someone comes forward, and how to signpost them to help."

"(L.I.S.T.E.N.) made me aware of how to correctly support a student whilst noting relevant information and who to signpost/refer the student to"

4 Positive Institutional Change

Case Study: Strengthening Institutional Responses to GBV Disclosures.

The practical application of L.I.S.T.E.N. was evident in a case study from one of our Charter Institutions, illustrating both individual and institutional level impacts of the programme.

Context and Application of Learning:

A member of staff trained in L.I.S.T.E.N. at one of our Charter Institution's received a GBV disclosure from an apprentice student. The student chose not to report the incident to the Police or the institution formally. However, safeguarding responsibilities required that information regarding the potential perpetrator be shared with the team responsible for managing placements.

The structured approach provided through L.I.S.T.E.N. supported the staff member to respond appropriately to the disclosure, assess risk, and identify next steps. This included prioritising the student's safety and wellbeing, as well as recording a risk factor for future students.

Outcomes:

The apprentice was offered an alternative placement, which was declined having secured full-time employment. The student was also signposted to external support services for ongoing guidance. The institution reported that the L.I.S.T.E.N. training enabled the staff member to respond both appropriately and with increased confidence, ensuring the disclosure was handled in a trauma-informed manner.

Institutional Change:

Following this case, the institution developed a working plan to extend L.I.S.T.E.N. Training to all workplace assessors and pastoral care staff. This aims to strengthen departments' abilities to respond effectively to GBV disclosures, ensure consistency in responses, and embed a structured approach to support staff confidence and best practice in managing cases of GBV.

Key Takeaways:

This case study demonstrates how L.I.S.T.E.N. training can:

- Improve staff confidence in responding to disclosures of GBV.
- Provide a structured framework for assessing and managing risk.
- Support a more consistent departmental approach to GBV risk assessments.

THE FUTURE OF L.I.S.T.E.N.

Participants are encouraged to provide feedback on potential improvements to L.I.S.T.E.N., and feedback is always considered. Common suggestions include extending the duration of the training, delivering it exclusively in person, and delivering it to all members of staff. Such feedback informs ongoing planning and future iterations of the programme.

EmilyTest regularly reviews the training to ensure it remains aligned with emerging research and best practices on GBV.

Train the Trainer

EmilyTest is committed to the long-term sustainability of the L.I.S.T.E.N. GBV Risk Assessment Tool and Training.

With support from The University of Aberdeen, EmilyTest developed a Train the Trainer programme to support staff at institutions to deliver L.I.S.T.E.N. training, supporting the roll out of essential knowledge for frontline staff.

Adaption for all types of harassment

Participant feedback highlighted the need to adapt L.I.S.T.E.N. for a broader range of disclosures.

Considerations are ongoing, with potential for the structured approach to apply to other forms of violence or harassment.

Any adaptation would maintain the core principles of L.I.S.T.E.N. - receive the disclosure, assess the risk, and ensure the victim/survivor's safety.

Public Sector Organisations

EmilyTest originally developed L.I.S.T.E.N. as a GBV Risk-Assessment for universities and colleges. Following discussions with external partners, the Training has expanded to public sector organisations, including Police Scotland, the NHS, and Purpose Built Student Accommodations (PBSA).

These developments support cultural change, staff safety and wellbeing, while informing ongoing evaluation and development of L.I.S.T.E.N.

Scottish Professional Football League Trust (SPFL)

In 2024, the SPFL Trust, which delivers the *CashBack Off the Bench Programme* across Scottish football clubs, expressed interest in L.I.S.T.E.N. The programme supports young people's wellbeing and personal development.

We adapted the Training to be engaging and accessible for their participants while preserving its core focus.

CONCLUSION

The L.I.S.T.E.N. GBV Risk Assessment Tool has contributed meaningfully to enhancing both individual practice and institutional readiness in responding to disclosures of GBV.

Training sessions are exceptionally successful, as evidenced by the significant increase in participants' understandings of GBV, and their ability to provide support from pre-training to post.

Participants praised the effectiveness of L.I.S.T.E.N. for its realistic and comprehensive approach to GBV, as well as the clarity and conciseness of its delivery. Some participants also provided feedback on the training, which is always taken on board and considered in the ongoing development of L.I.S.T.E.N.

These findings suggest that the Training is achieving its core objectives of building confidence to respond appropriately and consistently to GBV disclosures.

While some areas for further development remain, the evidence and undeniable success of L.I.S.T.E.N. supports the continued use and expansion of the training to strengthen good practice in cases of GBV across institutional departments.

With special thanks to every institution and organisation who has engaged with L.I.S.T.E.N. and taken meaningful steps to ensure the safety and wellbeing of their staff and students.

If in doubt, your L.I.S.T.E.N. pen is there to guide you.

APPENDIX

RESEARCH & DEVELOPMENT

WHY WAS LISTEN DEVELOPED?

L.I.S.T.E.N. has a clear and specific purpose: L.I.S.T.E.N. is a conversation guide, not a full or exhaustive risk assessment. It does not replace established tools such as the DASH (Domestic Abuse, Stalking and Honour-Based Abuse) checklist.

The framework was developed directly in response to the failures evident in Emily Drouet's story. Following Emily's death, EmilyTest identified a significant gap: no education-specific risk assessment or conversation tool existed for staff working in universities and colleges.

In response, an early blueprint of both the L.I.S.T.E.N. framework and the GBV Charter for universities and colleges was created. These were informed by real-life scenarios and developed through extensive, iterative research with student victims/survivors, as well as staff working directly with them. This formed a ring-fenced activity within Charter focus groups and interviews, where draft versions were shared, tested, and refined. L.I.S.T.E.N. was later explored in dedicated focus groups and reviewed by specialist organisations for feedback and validation.

ACADEMIC GROUNDING

EmilyTest's research has contributed to wider research practice beyond the charity, including training NHS qualitative researchers and delivering sessions for the National Centre for Research Methods on co-creation methodologies for sensitive topics during the COVID-19 pandemic. The organisation has produced a growing body of research and policy publications, and its work has been cited within academic literature, demonstrating wider impact and relevance.

Key publications include:

- Universities Scotland (2021)
- EmilyTest GBV Charter for Universities and Colleges: Full Research Report (2021)
- From Tragedy to Change (2022)
- The EmilyTest: The Education Sector in Crisis (2023)
- Flowers, C., Mellins, M., & Wheatley, R. Young People, Stalking Awareness and Domestic Abuse (2023)
- Gender-based violence in academia: making the concept of zero tolerance matter to institutional change: Journal of Higher Education Policy and Management (2024)
- An examination of the reporting procedures of student-to-student gender-based violence (GBV) at Scottish Higher Education Institutions (HEIs) (2024)
- Colleges Scotland (2025)

The EmilyTest GBV Charter, along with all associated tools, including L.I.S.T.E.N., has undergone both academic and practitioner peer review.

- “We’d like to hear your views - why do you feel GBV in education an issue of [disability] rights?”

- What would a perfect model of prevention, intervention, and support look like for students?

- Are there areas of the draft that particularly stand out to you either positively or in need of development?

- What new features in policy and practice would you like to see?

- Where could [Protected Characteristics] be better included?

- Where do you think universities and colleges currently support students well, and where are there gaps? Have you seen any examples of good or poor practice?

- What needs are currently being met by the sector, and what needs remain unmet? How does the Charter and L.I.S.T.E.N. fit into this?

- What needs to happen to enable change?

Contributors included practitioners from:
Universities & Colleges across the UK

- Scottish Women's Aid
- Rape Crisis Scotland
- National Health Service (NHS) safeguarding teams
- Police Scotland
- SAMH
- National Suicide Prevention Leadership Group (NSPLG)

L.I.S.T.E.N. then underwent broader public consultation, alongside investment in training, communications and supporting materials. It was further refined through stakeholder feedback, pilot testing, case study development, and implementation across GBV Charter pilots in a range of university and college settings, with all partner feedback incorporated into ongoing updates and revisions.
Taken together, this work represents a multi-stage research and development process including initial research, co-creation, consultation, pilot implementation, evaluation, peer review and ongoing refinement.

CONTACT

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