

# Whole-of-organisation Gender-based Violence Prevention and Response Plan and Outcomes Framework

## Statement of Commitment

The University of Queensland (UQ) is committed to building a safe, inclusive, and respectful environment for all members of our community. Guided by our values of integrity, respect, and excellence, UQ recognises that gender equality and the prevention of gender-based violence (GBV) are fundamental to achieving our vision of transforming lives through knowledge and learning.

Our journey reflects a deepening institutional awareness that meaningful progress requires sustained leadership, shared accountability, and coordinated action across the entire University. We have worked to strengthen our policies, systems, and culture to ensure that every student and staff member can live, study, and work free from violence, harassment, and discrimination. This work is continuous and informed by evidence, by listening to the lived experiences of our community, and by aligning with national and global best practice in prevention and response.

UQ acknowledges that gender inequality is one of the key structural drivers of GBV and is committed to addressing these underlying causes through education, empowerment, and equity. We are actively advancing gender equality in leadership, research, and learning, recognising that prevention must be embedded within our everyday practices, from recruitment and curriculum design to leadership development and community engagement.

We also affirm our commitment to providing trauma-informed, person-centred responses for those affected by gender-based violence. Our approach prioritises the safety, dignity, and agency of victim-survivors, ensuring that they are supported through clear reporting pathways, compassionate services, and respectful processes. We are equally committed to transparency and continuous improvement, ensuring that our actions remain accountable and that we learn from evidence, data, and community feedback.

As a leading Australian university, UQ acknowledges its responsibility to contribute to broader social change. Through education, research, and collaboration, we seek to challenge harmful norms and foster a culture in which respect, inclusion, and equality are non-negotiable. This commitment extends beyond our campuses to every setting in which members of the UQ community live, learn, and work, including our student accommodation and affiliated sites.

Together, we will continue to lead with purpose, ensuring that UQ is a place where all people, regardless of gender or background, are safe, valued, and empowered to thrive.

## Provider Overview

### Staff and student demographics (as of 31 December 2024)

The University of Queensland is a comprehensive, research-intensive university with 57,143 students, with a student load of 44,824 EFTSL, and 7,624 FTE staff.

*Table 1: UQ student demographics as at 31 December 2024 as per the 2024 Annual Report*

Student demographics		Student load (EFTSL)		Staff profile	
<b>Total</b>	<b>57,143</b>	<b>Total</b>	<b>44,824</b>	<b>Total FTE</b>	<b>7,624</b>
International	39.0%	Postgraduate Research	3,320	<b>Academic</b>	
Female	54.1 %	Postgraduate Coursework	12,479	Teaching and Research	1,142
Male	45.5 %	Undergraduate and non-award	28,939	Research Focused	1,689
Non-binary/other	0.4 %			Teaching Focused	208
				Other	25
				<b>Sub-total</b>	<b>3,064</b>
				<b>Professional</b>	
				Research focused	475
				Other	4,085
				<b>Sub-total</b>	<b>4,560</b>

### Scope of whole of organisation, including on-site/owned student accommodation

This Whole-of-Organisation Gender-Based Violence (GBV) Prevention and Response Plan applies to all areas of The University of Queensland (UQ) and to every member of its community, including students, staff, contractors, affiliates, volunteers, and visitors. It encompasses all UQ campuses, research stations, controlled entities, and associated sites, as well as all virtual and online environments operated by the University.

The scope includes both on-campus and off-campus learning, teaching, research, and residential settings, recognising that prevention and response responsibilities extend beyond physical campuses to the broader UQ experience. This includes University-owned and operated student accommodation such as UQ Residences, as well as partnerships with independently managed or purpose-built student accommodation (PBSA) providers. These providers are expected to align with UQ's policies, standards, and expectations regarding the prevention of and response to gender-based violence.

#### **Residential Colleges on St Lucia campus (UQ Affiliated)**

- Cromwell College (co-educational)
- Duchesne College (women's)
- Emmanuel College (co-educational)
- Grace College (gender-inclusive)
- International House (co-educational, domestic + international)
- King's College (co-educational)
- St John's College (co-educational)
- St Leo's College (men's)
- The Women's College (women's)
- Union College (co-educational)

#### **University-Operated Residences & Halls (UQ Owned)**

- UQ Res owned properties, St Lucia Campus: Kev Carmody House, Walcott Street Residence, UQ Res houses
- UQ Res Halls of Residence (comprising halls: Pitt Hall, Riddell Hall, Shelton Hall, Thynne Hall) on the Gatton Campus

#### **Purpose Built Student Accommodation Providers (UQ Affiliated)**

- Scape
- Student One
- UniLodge
- Iglu
- Raymont Residential College

## **Approach**

In early 2017, the Vice-Chancellor (VC) established a working group to guide and accelerate the University's response to sexual misconduct within the UQ community, aiming to deliver a coordinated and holistic approach to responding to sexual misconduct. The VC's working group endorsed the establishment of the Sexual Misconduct Support Unit (SMSU).

## **Sexual Misconduct Support Unit**

The Sexual Misconduct Support Unit (SMSU) is comprised of specialist-trained staff who provide support, advice, and counselling to members of the UQ Community. The SMSU counsellors provide support to survivors of sexual misconduct regardless of when or where the incident occurred. Students who are survivors of sexual misconduct can receive counselling support from the SMSU for the duration of their studies, and students and staff can access academic and workplace adjustments. Information and support on reporting options and referrals to other services is provided by SMSU counsellors.

## Policies and Procedures

The [Sexual Misconduct Policy](#), effective as of 20 December 2021, outlines the principles and key requirements governing UQ's approach to preventing, addressing, and responding to sexual misconduct. The policies and procedures are readily available for all staff and students via the policy and procedure library and reflect UQ's commitment to promoting and fostering a university environment that is safe, respectful and free from all forms of sexual misconduct.

## Strategic Framework for Response and Prevention of Sexual Misconduct

In 2019, UQ released a Strategic Framework for Sexual Misconduct Prevention and Response. The Framework draws on recommendations and guidelines from the Australian Human Rights Commission and national and international organisations working to prevent sexual misconduct and support gender equality (American Association of University Professors, 2012; Australia, 2017; Australian Human Rights Centre & University of New South Wales, 2017; Our Watch, 2015, 2017b). Evidence highlights the importance of using a public health framework that ensures action across primary, secondary and tertiary prevention for addressing violence, including sexual misconduct (Krug, Mercy, Dahlberg, & Zwi, 2002; Our Watch, 2015; Quadara & Wall, 2012; Walden & Wall, 2014).

## UQ Respect

UQ Respect is a health promotion program within Student Support and Wellbeing Services (SSWS) and was established in 2019. The program aims to engage the UQ Community in the promotion of respect, equality, and safety on campus and in the wider community. UQ Respect provides a range of online and in-person [training](#) to students and staff which cover topics such as consent, healthy relationships, ethical bystander interventions, power dynamics, safe event planning, responding to disclosures and trauma informed practices. UQ Respects also creates awareness raising [campaigns](#) and activations to engage the community in meaningful discussions addressing drivers of gendered violence and supporting culture change.

## First Responder Network

The [First Responder Network \(FRN\)](#) was established in 2019 to equip staff with the skills needed to provide a safe and supportive environment for survivors of sexual misconduct. The FRN is made up of members of the UQ Community who have received training from UQ Respect on how to respond to disclosures of sexual misconduct, and to provide victim-survivors with information about their support and reporting options. To date, the network has 120 members, across every faculty, all 10 of UQ's affiliated residential colleges, UQ Sport, UQ Union and most organisational units and institutes. The FRN has recently been reviewed and transformed into the UQ Respect Network.

## Respect at UQ Module

The Respect at UQ Modules are a suite of mandatory online, self-paced education modules first launched in Summer Semester 2023 to ensure all members of the UQ community receive safe and practical information about sexual misconduct, power dynamics, consent and healthy relationships, ethical bystander interventions,

compassionate response to disclosures, and support systems and help-seeking. The modules were developed with feedback from specialists in sexual violence and UQ students and staff.

Two distinct modules were created for coursework students and higher-degree research (HDR) candidates in recognition of the unique experiences across the two groups. A mandatory Respect at UQ Staff Module will be distributed from 1 January 2026. All modules have options available to support staff, students and HDR candidates with lived experiences of sexual misconduct and/or accessibility considerations.

Across 2024, 99.9% of coursework students completed the UQ Respect module, with 41,375 students completing in Semester 1, 2024, and 2,148 students completing in Semester 2, 2024. In 2025, only commencing students were required to complete the UQ Respect module, with refresher offerings occurring for students in every second year of enrolment. HDR students are required to complete their HDR Respect at UQ training by their first or next progress review (depending on their commencement); 3662 (67%) of 5019 candidates had completed the module in 2024.

## UQ Safer Communities

In October 2025 the VC's working group endorsed the establishment of a UQ Safer Communities. This was following and in response to significant UQ community consultation. This is an initiative designed to extend services and supports beyond the SMSU, serving as a central point of contact for all matters related to gender-based violence (including Sexual Assault, Sexual Harassment and Domestic and Family Violence) impacting students and staff.

From January 2026, UQ Safer Communities will play a vital role in promoting a culture of trust and respect and through a sustainable model that prioritises student and staff safety and wellbeing. It will;

1. Lead the community of practice and drive a coordinated, evidence-informed whole of organisation approach that prioritises the safety and wellbeing of every member of the UQ community.
2. Serve as a central point of contact for all matters related to gender-based violence (including Sexual Assault and Sexual Harassment and Domestic and Family Violence) impacting students and staff.

UQ Safer Communities aligns with a Health Promotion Model to address drivers of violence, support early intervention, ensuring safe responses, and enable recovery. As outlined below it ensures the following is achieved at each stage.

*Primary Prevention:* A whole-of-Community approach addressing the primary drivers of Gender Based Violence and other behaviours of concern. Coordinated and evidence informed action through policy and practice, education and training.

*Early intervention (or secondary prevention):* Actions which aim to intervene and change the course for individuals and priority population groups\* at greater risk of experiencing violence. \*Aboriginal and/or Torres Strait Islander people, people with disability, LGBTIQ+, non-binary and transgender people, students on placements, studying Research Higher Degrees, and living on college.

*Response (or tertiary prevention):* Supporting victim-survivors and other impacted persons with a focus on prevention of further violence and holding perpetrators of violence to account for their actions.

*Recovery:* Actions which provide ongoing support to ensure the safety, health and wellbeing of victim-survivors.

The service will be underpinned by the following key principles and frameworks:

- No wrong door approach
- Trauma informed
- Culturally informed and sensitive
- Intersectional approach
- Evidence informed
- Co-designed
- Natural justice
- Social Justice

The service will be established from January 2026.

## Planning, engagement and evidence

In developing this Whole-of-Organisation Gender-Based Violence (GBV) Prevention and Response Plan, UQ undertook a comprehensive program of engagement, evidence review and risk analysis to ensure alignment with the National Higher Education Code to Prevent and Respond to Gender Based Violence (the National Code). The planning process adopted a whole-of-institution lens, recognising that effective prevention and response requires coordinated action across governance, teaching and learning, research, student experience, human resources, campus operations and student accommodation. This approach ensures that UQ meets all requirements of Standard 1.4(d)–(l), including specific obligations related to university-owned, operated or affiliated student accommodation.

## Engagement and collaboration with staff and students

The Plan was developed through engagement and collaboration with students and staff across the University, including individuals with lived experience of gender-based violence. Their insights informed the design of actions, highlighted gaps in accessibility and safety, and strengthened the trauma-informed and person-centred focus of the Plan. Engagement activities included discussions with student representatives, staff networks, frontline support teams and those who have interacted with UQ's reporting and support systems.

Broader consultation was undertaken with UQ Respect, the Sexual Misconduct Support Unit (SMSU), Student Support and Wellbeing Services, Human Resources, Health, Safety and Wellbeing, UQ Residences, affiliated accommodation providers and academic and professional units. UQ also sought expert advice from Minter

Ellison, who reviewed compliance requirements and assessed the alignment of UQ's policies and procedures with the National Code. These combined insights shaped the prioritisation of actions, governance arrangements and implementation considerations.

## Data Analysis and Evidence Review

UQ's planning process was supported by analysis of internal and sector-wide evidence, including SMSU case data, de-identified reporting trends, safety audits, feedback from UQ Pulse surveys, National Student Safety Survey results, workforce data, and Respect at Work obligations. UQ also reviewed national and international evidence on GBV prevention, including primary prevention models, trauma-informed practice guidelines and university-sector benchmarks. Additional analysis was informed by Minter Ellison's review of UQ's existing policy and procedural framework against the Code's requirements and broader regulatory obligations. This evidence enabled the identification of systemic issues, risk patterns, gaps in data capture and areas requiring enhanced governance assurance and consistent implementation across the institution.

## Whole of Organisation risk assessment

The development process included a whole-of-organisation assessment of systemic risks and enablers related to prevention and response. Identified risks included inconsistent awareness of reporting pathways, variable leadership capability, gaps in training coverage, inconsistent implementation of procedures across organisational units, psychosocial risks in learning environments and differences in incident management across residence settings. Key enablers include UQ's existing UQ Respect program, SMSU's trauma-informed support model, established wellbeing services, strong institutional values and clear senior leadership commitment. The Response Plan responds to these systemic risks through strengthened governance structures, standardised data capture and reporting, alignment of policy and procedure (with legal advice from Minter Ellison), expanded training programs, and specific measures to ensure that all student accommodation meets the Code's requirements for safety, reporting, prevention and incident management.

## Meeting All Requirements of the National Code, Including Student Accommodation

The Response Plan provides a structured approach to ensuring UQ meets all requirements of the National Code, including obligations related to student accommodation. UQ will apply consistent standards across UQ Residences, UQ-operated halls and affiliated colleges and PBSAs. This includes standardised reporting pathways, mandated prevention and response training, clear escalation protocols, strengthened contractual expectations and regular oversight mechanisms. The Response Plan ensures that prevention and response practices in accommodation settings are embedded in governance, data and risk frameworks, and that UQ's obligations as a provider extend to environments where students live as well as study.

## UQ Gender-based Violence Prevention and Response Plan

### 1. Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention and response to gender-based violence

ID	Action	Responsible	Timeline	Resources
1.1	<p>Increase the capacity of senior leadership to prevent and respond to sexual misconduct and gender-based violence including:</p> <ul style="list-style-type: none"> <li>• What constitutes unacceptable behaviour in the workplace and recognise the impact on individuals, teams, and the organisation as a whole</li> <li>• Understand both the UQ expectations and legislative requirements for addressing unacceptable behaviour</li> <li>• Explore how to address unacceptable behaviour `informally or formally</li> <li>• Understand how to respond to informal reports and what their obligations are</li> <li>• Develop skills for delivering effective feedback when unacceptable behaviour occurs</li> </ul>	<p><b>Primary:</b> CHRO <b>Supporting:</b></p>	December 2026	<p>Training: <i>Trauma Informed Practices and Approaches within Decision Making;</i>  <i>Values-based Leadership training</i></p>
1.2	<p>Review and promote the institutional tools available to staff when responding to sexual misconduct and gender-based violence, such as the Code of Conduct, Conflict of Interest and Sexual Misconduct and Gender-based violence policies</p>	<p><b>Primary:</b> CHRO <b>Supporting:</b> Academic Registrar, Academic Services Division (ASD), Director, Integrity Unit, Director, Legal Services</p>	Pending Senate approval Nov 2025	UQ Policy & Procedure Library

1.3	UQ's governance framework clearly reflects the responsibility of organisational leaders for addressing gender-based violence and makes decisions that are evidence based and informed by systemic data collection and monitoring and evaluation of institutional response.	<b>Primary:</b> VC Advisory Committee & associated working groups <b>Supporting:</b> CHRO, Director, SSWS	In place and Ongoing, with annual review	<a href="#">UQ Respect publications</a>
1.4	UQ's Disclosure and Complaints Management Committee makes evidence based and trauma informed decisions to ensure coordinated response to complex matters of Gender-based violence.	<b>Primary:</b> Provost <b>Supporting:</b> CHRO	In place and ongoing	
1.5	Promote visible leadership within the sexual misconduct and gender-based violence prevention space across all levels and organisational units	<b>Primary:</b> Director, SSWS, Manager, UQ Respect <b>Supporting:</b> CHRO	Ongoing	<a href="#">UQ Respect Network</a>
1.6	UQ Sexual Misconduct & Gender-based Violence Annual Report is publicly available and highlights reporting rates, disclosures, emerging themes and response priorities	<b>Primary:</b> Director, OMC <b>Supporting:</b> Director, SSWS	June 30 annually	<a href="#">UQ Respect publications</a>
1.7	Implement a whole-of-university primary prevention strategy that actively addresses the norms, attitudes and behaviours that enable gender-based violence and drivers of violence	<b>Primary:</b> Director, SSWS <b>Supporting:</b> Director, HSW	December 2026	<a href="#">Campaigns - Respect - University of Queensland</a>

## 2. Environments are safe, and systems continuously improve to prevent and respond to gender-based violence

ID	Action	Responsible	Timeline	Resources
2.1	Ensure our campuses are physically safe spaces with safe and adequate paths, maps, lighting, visible security presence and security call points	<b>Primary:</b> Director, P&F	Ongoing	<a href="#">UQ</a> <a href="#">Safezone</a>
2.2	Ensure our learning environments are psychosocially safe spaces, by embedding trauma-informed learning principles and practices	<b>Primary:</b> DVCA <b>Supporting:</b> Director, HSW, Senior Manager, Safer Communities, Director ITaLI	Semester 2, 2026	
2.3	Embed safety, respect and inclusion principles in recruitment and promotion activities and annual performance and development processes for leadership positions	<b>Primary:</b> CHRO <b>Supporting:</b> Senior managers, all units	December 2025	
2.4	Prior to placements, students are provided with resources to highlight support and reporting options, relevant to their location and context, including: <ul style="list-style-type: none"> <li>Understanding and identifying sexual misconduct in a workplace content</li> <li>Their rights in the workplace and during placement; and</li> <li>Support and reporting options on placement and through UQ</li> </ul>	<b>Primary:</b> Associate Deans (Academics), Faculties <b>Supporting:</b> UQ Respect	June 2026	

2.5	Visible and accessible resources are developed that provide clear pathways for formal, informal and anonymous reporting options within the Safer Communities model	<b>Primary:</b> Director, SSWS <b>Supporting:</b> CHRO	March 2026	<u>Report flowchart</u>
2.6	Staff in leadership and supervisory roles undertake mandatory, role-based training to enhance the physical and psychosocial safety of their teams, students, and stakeholders, including: <ul style="list-style-type: none"> <li>• Drivers of gender-based violence (GBV)</li> <li>• Impacts of intersectionality on experiences of GBV</li> <li>• Nature and impact of coercive control</li> <li>• Understanding and identifying sexual misconduct in a workplace context</li> <li>• Consent and respectful relationships</li> <li>• Power dynamics</li> <li>• Utilising a trauma-informed approach to respond to disclosures and provide information on support options</li> <li>• Structural drivers of gender-based violence</li> <li>• Employer and employee responsibilities</li> <li>• Ethical bystander interventions</li> </ul>	<b>Primary:</b> CHRO <b>Supporting:</b> Director, SSWS	Rollout Jan 2026	Workday Training
2.7	HDR Supervisors and candidates can access resources that are tailored to the research context, including: <ul style="list-style-type: none"> <li>• Drivers of gender-based violence</li> <li>• Impact of power imbalances</li> <li>• Boundary-blurring behaviours</li> </ul>	<b>Primary:</b> Director, UQ Graduate School <b>Supporting:</b> HDR Working group	June 2026	
2.8	Deliver a university-wide campaign, through existing communications channels and training initiatives, educating community members on the updated features of the SafeZone app	<b>Primary:</b> Director, Planning and Facilities	December 2026	<u>UQ Safezone</u>

**Supporting:** Director,  
Marketing and  
Communications

### 3. Build knowledge and capability to safely and effectively prevent and respond to gender-based violence

ID	Action	Responsible	Timeline	Resources
3.1	Increase the capacity of student leadership to prevent and respond to sexual misconduct and gender-based violence via provision and promotion of clear information, support options for student leaders and reporting pathways.	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Senior Executive, UQ Union	Rollout from Jan 2026	Responding to disclosures training
3.2	Expand the Respect Network to drive engagement and promote prevention initiatives across the UQ community	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Director, HSW	December 2026	<a href="#">Respect Network - Respect - University of Queensland</a>
3.3	Develop a Sexual Misconduct and Gender-based violence communications plan to disseminate progress and actions to UQ community	<b>Primary:</b> Director, OMC <b>Supporting:</b> VC Advisory Committee	December 2026	
3.4	Develop a university-wide campaign educating community members on the role and function of Safer Communities	<b>Primary:</b> Director, SSWS <b>Supporting:</b> Director, OMC	January 2026	
3.5	Ensure that all commencing students complete the UQ Respect module in their first semester, and then every two years	<b>Primary:</b> Deputy Vice-Chancellor (Academic)	Census date each semester	UQ Respect Modules

<p>3.6 Annual training opportunities provided to student executives within UQ Sport and UQ Union clubs and societies that will include:</p> <ul style="list-style-type: none"> <li>• Drivers of gender-based violence (GBV)</li> <li>• Impacts of intersectionality on experiences of GBV</li> <li>• Trauma-informed events planning.</li> <li>• Power dynamics.</li> <li>• Alcohol, drugs and consent.</li> <li>• Ethical bystander interventions.</li> <li>• Online sexual misconduct and gender-based violence and associated reporting pathways.</li> <li>• Responding to disclosures of sexual misconduct and gender-based violence</li> <li>• Support and reporting options at UQ, UQ Sport and within the UQ Union.</li> </ul>	<p><b>Supporting:</b> Director, SSWS</p> <p><b>Primary:</b> Senior Manager, Safer Communities</p> <p><b>Supporting:</b> Executive team, UQ Union; Director, UQ Sport</p>	<p>February 2026</p>	<p><a href="#">Support and Reporting</a></p>
<p>3.7 Ensure student-focused prevention initiatives are developed and delivered in collaboration with students</p>	<p><b>Primary:</b> Senior Manager, Safer Communities</p> <p><b>Supporting:</b> Executive team, UQ Union</p>	<p>Ongoing</p>	
<p>3.8 Provide the UQ community with visible and accessible information on sexual misconduct and gender-based violence, support options and reporting pathways</p>	<p><b>Primary:</b> Senior Manager, Safer Communities</p> <p><b>Supporting:</b> CHRO</p>	<p>Ongoing</p>	<p><a href="#">Support and Reporting</a></p>

3.9	Increase community literacy around respectful relationships and sexual misconduct and gender-based violence through regular training and initiatives	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> CHRO	Ongoing	<a href="#">Campaigns - Respect - University of Queensland</a>
3.10	Increase staff awareness of, and engagement in Ethical Bystander, Sexual Misconduct and Gender-based violence Prevention and Response, Bullying and Harassment and Unconscious Bias Training	<b>Primary:</b> Director, SSWS <b>Supporting:</b> CHRO, Senior managers, all units	Ongoing	Workday training
3.11	Increase the engagement and participation of men in sexual misconduct and gender-based violence prevention initiatives	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Executive team, UQ Union, Director, ASD, HSW, Senior managers, all units	December 2026	
3.12	Develop and deliver a suite of role-based, mandatory training for UQ community members: <ul style="list-style-type: none"> <li>• Respect at UQ: Prevention and Response to Gender-Based Violence</li> <li>• Trauma-Informed Practices and Approaches within Decision Making</li> <li>• Trauma-Informed Responses for Frontline Staff</li> <li>• Trauma-Informed Practices within Investigations</li> </ul>	<b>Primary:</b> CHRO <b>Supporting:</b> Senior Manager, Safer Communities, Director, SSWS, Director, HSW	Commence rollout January 2026	

## 4. Responses and support services are safe and person-centred

ID	Action	Responsible	Timeline	Resources
4.1	Establish UQ Safer Communities to provide a coordinated, confidential and trauma-informed response service for victim-survivors, bystanders, first responders, respondents, students, staff and stakeholders	<b>Primary:</b> Director, SSWS <b>Supporting:</b> CHRO, HR, Director, HSW	January 2026	
4.2	Ensure staff involved in response processes via Safer Communities, (including triage, risk assessment, safety planning, adjustments, investigation and appeals), have the skills and knowledge to apply trauma-informed approaches in their work	<b>Primary:</b> Director, SSWS, <b>Supporting:</b> IIU, ASD, HR,	January 2026	Workday training
4.3	An evidence-informed risk assessment framework is developed by suitably qualified staff and is applied in all GBV matters	<b>Primary:</b> Director, SSWS <b>Supporting:</b> Director, HSW, UQ Legal	March 2026	
4.4	Appropriate referral pathways and support options are provided for impacted persons and respondents.	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Director, HSW, CHRO, HR	Ongoing	
4.5	An intersectional approach is adopted in response and prevention to ensure support is inclusive and responsive	<b>Primary:</b> Director, SSWS <b>Supporting:</b> HSW	January 2026	Workday training

4.6	Enhance community access to wellbeing resources, information about support and reporting pathways, support services	<b>Primary:</b> Director, SSWS <b>Supporting:</b> HSW, CHRO	January 2026	
4.7	Increase the capacity of Student Support and Wellbeing Services and HR to provide safe, inclusive support to LGBTQIA+ students and staff	<b>Primary:</b> Director, SSWS <b>Supporting:</b> Senior Manager, Safer Communities, Ally Network, CHRO	July, 2026	<a href="#">Ally Network</a>
4.8	Ensure students and staff have access to appropriate expert-led, trauma-informed support services.	<b>Primary:</b> Director, SSWS <b>Supporting:</b> CHRO, HR, Director, HSW	January 2026	

## 5. Processes are safe and timely

ID	Action	Responsible	Timeline	Resources
5.1	Establish UQ Safer Communities to provide a coordinated, confidential and trauma-informed response service for victim-survivors, bystanders, first responders, respondents, students, staff and stakeholders.	<b>Primary:</b> Director, SSWS <b>Supporting:</b> Director, HSW	January 2026	
5.2	Establish service-level standards for support services (including Safer Communities and EAP) to ensure that people are receiving quality care and support that is appropriate and timely	<b>Primary:</b> Director, SSWS <b>Supporting:</b> Director, HSW	July 2026	
5.3	Embed safety, respect, and inclusion in key processes, including recruitment, promotion and annual performance processes	<b>Primary:</b> CHRO <b>Supporting:</b> Senior manager, all org units	December 2026	
5.4	Ensure that contractual agreements with external parties include information on the university's expectations and responses to gender-based violence	<b>Primary:</b> COO <b>Supporting:</b> Director, P&F, CHRO, Executive Director, Research Office, CFO	July 2026	
5.5	UQ Policy and Procedure is reviewed regularly, to ensure they are fit to respond to all forms of sexual misconduct and gender-based violence	<b>Primary:</b> UQ Legal <b>Supporting:</b> HR, SSWS, ASD, IIU	Pending Senate Approval Nov 2025	-Student Integrity and Misconduct Policy & procedure,

-Sexual  
Misconduct  
and  
Gender-  
based  
Violence  
Prevention  
and  
Response  
Policy,

-Sexual  
Misconduct  
and  
Gender-  
based  
Violence  
Prevention  
and  
Response  
for Staff  
Procedure,

-Sexual  
Misconduct  
and  
Gender-  
based  
Violence  
Prevention  
and  
Response  
for

5.6	Develop an accessible trauma informed feedback mechanism for UQ community members to provide feedback on referral pathways, disclosure and reporting processes and service provision.	<b>Primary:</b> CHRO, Director, ASD	March 2026	Students Procedure, -Staff Code of Conduct Policy
		<b>Supporting:</b> Director, SSWS, Director, HSW, Director IU,		

## 6. Use evidence to approach, measure change and contribute to the national evidence-base

ID	Action	Responsible	Timeline	Resources
6.1	Integrate tools into appropriate community surveys to measure UQ staff and student attitudes towards drivers of sexual misconduct and gender-based violence	<b>Primary:</b> CHRO <b>Supporting:</b> Director SSWS	June 2027	Pulse Survey
6.2	Evidence and data collected from the UQ community is used to inform the development, review and delivery of prevention and response initiatives	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Director, SSWS, CHRO, HSW	Ongoing	Campaign feedback
6.3	Improve sexual misconduct and gender-based violence data, analysis and transparency through consistent reporting and data collection approaches	<b>Primary:</b> Director, SSWS <b>Supporting:</b> CHRO, ASD, IIU, Planning and Business Intelligence	June 2026	
6.4	Data collection processes are aligned across all reporting pathways within UQ	<b>Primary:</b> Director, SSWS <b>Supporting:</b> CHRO, HR ASD, IIU, Director HSW	June 2026	
6.5	Initiatives and campaigns are regularly evaluated to ensure they are delivering the intended outcomes and to identify areas for improvement	<b>Primary:</b> Manager, UQ Respect	Ongoing	

<p>6.6 Increase provision of accessible information for the UQ Community on referral pathways and a 'no wrong door approach' to access services to make a disclosure of Gender-based violence.</p>	<p><b>Supporting:</b> Director, SSWS</p> <p><b>Primary:</b> CHRO</p> <p><b>Supporting:</b> Senior Manager, Safer Communities</p>	<p>Ongoing</p>
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## 7. Student accommodation is safe for all students and staff

ID	Action	Responsible	Timeline	Resources
7.1	A stand-alone agreement is in place with each of the Residential Colleges and PBSAs relating to accommodation requirements in alignment with the National Code.	<b>Primary:</b> Deputy Provost <b>Supporting:</b> SSWS Director, Associate Director, SES, Operations Managers, PBSAs, UQ Res	January 2026 and annually thereafter	
7.2	Information and resources are provided to Residential Colleges and PBSAs for display to promote prevention campaigns and initiatives, education and training, referral pathways and support services.	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Associate Director, SES, PBSAs, UQ Res	November 2025 and annually thereafter	
7.3	Residential Colleges steering committee meetings have a standing item on Gender-based violence and sexual misconduct response processes, including identifying emerging themes and training and resource needs.	<b>Primary:</b> PVC(ESE), College leaders, UQ Res <b>Supporting:</b> Director, SSWS	January 2026	
7.4	A suite of training is further developed and delivered to Residential Colleges and PBSAs Staff, Residential Advisers, floor wardens, and residents, that includes: <ul style="list-style-type: none"> <li>• Drivers of gender-based violence (GBV)</li> <li>• Impacts of intersectionality on experiences of GBV</li> </ul>	<b>Primary:</b> Senior Manager, Safer Communities <b>Supporting:</b> Colleges Steering Committee,	January 2026 and ongoing	

	<ul style="list-style-type: none"> <li>• Drivers of gender-based violence</li> <li>• Consent and respectful relationships;</li> <li>• Power dynamics in a residential context;</li> <li>• Ethical bystander interventions in a residential context;</li> <li>• Healthy boundary-setting in a residential context;</li> <li>• Online sexual misconduct and gender-based violence and associated reporting pathways</li> </ul>	Operations Managers, PBSAs, UQ Res	
7.5	Training and resources created or hosted by accommodation providers are reviewed by UQ for appropriateness, adherence to National Code requirements and trauma-informed content.	<p><b>Primary:</b> Senior Manager, Safer Communities</p> <p><b>Supporting:</b> Colleges Steering Committee, UQ Res, PBSAs</p>	Jan 2026 and annually thereafter
7.6	Opportunities to share best-practice, accommodation-specific resources and updates with accommodation leaders are identified and regularly scheduled	<p><b>Primary:</b> Associate Director, SES, Senior Manager, Safer Communities</p> <p><b>Supporting:</b> Colleges Steering Committee, PBSAs, UQ Res</p>	November 2025 and quarterly thereafter

## Gender-based Violence Prevention Outcomes Framework

Outcome	Sub-outcomes	Action	Indicators	Measures of impact/progress
<b>1. Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention and response to gender-based violence</b>	Policy and procedures are robust enough to be applied to all scenarios and both informal and formal reports	1.2	Feedback mechanisms	Review of the following relevant policies and procedures is completed and reviewed annually: <ul style="list-style-type: none"> <li>• Student Integrity and Misconduct Policy &amp; procedure,</li> <li>• Sexual Misconduct and Gender-based Violence Prevention and Response Policy,</li> <li>• Sexual Misconduct and Gender-based Violence Prevention and Response for Staff Procedure,</li> <li>• Sexual Misconduct and Gender-based Violence Prevention and Response for Students Procedure,</li> <li>• Staff Code of Conduct Policy</li> </ul>

	Leaders and decision-makers are aware of, and can draw upon clear and comprehensive documents	1.1, 1.2	PPL is applied correctly	85% of level 1-5 managers trained
	Trauma-informed processes will be reflected in decision-making	1.1	Feedback mechanisms, reflection tasks in training	
	VC Advisory Committee on Sexual Misconduct and GBV membership and terms of reference published on website	1.3, 1.4	Agendas and meeting minutes	GBV is a standing item on agenda at Senate and USET meetings
	Enhanced engagement with UQ Union, NTEU and UQ affiliates	1.6	Training attendance	
	Leaders, managers and supervisors can recognise and appropriately respond to inappropriate behaviours	1.1, 1.6	Pulse Survey results on supervisors' responses to unacceptable behaviours	Increases in positive response rates across business units
	Leaders, managers and supervisors have the ability to model appropriate behaviours, attitudes and values	1.1	Pulse Survey results on supervisors' responses to unacceptable behaviours	Increases in positive response rates across business units
	Enhanced transparency in processes and data	1.3, 1.5	Annual reporting of de-identified data, themes and progress published	Report published by 30 June annually
<b>2. Environments are safe, and systems continuously</b>	Values-based leadership training is actively promoted to all staff in supervisory positions	2.3, 2.6	APDs Training attendance	75% of staff in leadership positions have completed training

<b>improve to prevent and respond to gender-based violence</b>	KPIs for Senior Leadership will be introduced that are linked to prevention, response and assurance activities within their portfolios	2.6	APDs	100% APD completion Training records
	The SafeZone app is equipped with wellbeing resources and support information and is available and promoted across the UQ community	2.1, 2.8	App promoted during Orientation Weeks, appspace and all-staff expos	At least 50% of staff/students have downloaded the app
	All processes, work and study spaces and events at UQ are trauma-informed and have safeguards to prevent all forms of GBV	2.2, 2.5	Student and staff feedback mechanisms	
	Students report feeling safe on campus	2.1, 2.2, 2.6, 2.8	NSSS feedback	
	All pathways on UQ campuses are adequately lit and prompt action is taken to identify and repair any broken lighting. UQ maps is updated routinely to ensure information remains accurate.	2.1	NSSS feedback	Reduction in hazards being reported
	Trauma-informed learning and teaching practice resources specific to the UQ context for teaching staff are available	2.2	Student and staff feedback mechanisms	

	Students have an increased awareness of the support and reporting options available to them while they are on placement	2.4	Pre-placement training completion rates	
	Staff have greater understanding of the impacts of harmful and discriminatory behaviours and their role in fostering a safe, respectful, and inclusive workplace	2.3, 2.5, 2.6	Staff survey mechanisms	A 25% increase in staff reporting confidence in understanding the impacts of harmful behaviour in Respect at UQ module pre- and post surveys.
	HDR candidates and their supervisors have clear boundaries and expectations, and understand the context they are working in	2.7	Module and training completion rates	
	UQ Community members in specific leadership or student/staff-facing roles, are provided with targeted training	2.6	Training attendance	
	Clearly articulate the process for reporting sexual misconduct perpetrated by university senior leadership.	2.5, 2.6	Student and staff feedback mechanisms	
<b>3. Build knowledge and capability to safely and effectively prevent</b>	Leaders, managers and supervisors can recognise inappropriate behaviour and respond safely	3.8, 3.9, 3.10, 3.11, 3.12	Training completion rates	75% of staff in leadership roles attend training by 2027

<b>and respond to gender-based violence</b>	Student cohorts have an awareness of drivers of GBV, and know where and how to access support	3.4, 3.5, 3.9	Feedback mechanisms, module completion rates	-Campaign engagements  -Decrease in % of students who report knowing little about support services in NSSS
	Staff and students can more readily access information on support options	3.4, 3.8, 3.5	Link and page visits, increase in reporting	Resources are available in languages other than English
	Membership of UQ Respect Network grows, with representation from Executive, across campuses and organisational units	3.2, 3.10, 3.11, 3.12	Training completion rates	
	Male-identifying staff are visible and engaged in sexual misconduct prevention campaigns and initiatives	3.2, 3.10, 3.11	Training completion rates, event attendance demographics	At least 30% of Respect Network members are male-identifying students and/or staff. One of the Executive Respect Champions is male identifying.
	All UQ Union executives and C&S leaders attend annual training	3.1, 3.6, 3.12	Training completion rates	95% annual attendance rates
	All UQ Sport staff attend annual training	3.6, 3.8, 3.12	Training completion rates	95% annual attendance rates
	Student voice and experience is visible and prioritised in campaigns and initiatives	3.7	A Respect Student Advisory Committee is established, led and made up of students	Campaign engagement  Updates to processes

The UQ Community feels informed and has an awareness of UQ's commitment to safe, respectful and inclusive environments	3.1, 3.3, 3.4, 3.5, 3.8	Quarterly communications are received by UQ Community with a focus on safety, respect and inclusion	Engagement rates with communication platforms
All students have an increased awareness and confidence to gain consent, be an ethical bystander and where to find support and reporting information for sexual misconduct and gender-based violence at UQ	3.3, 3.5, 3.9, 3.12	Module completion rates	<ol style="list-style-type: none"> <li>1. An increase in students self-identified confidence to gain consent after completing the Respect at UQ module.</li> <li>2. An increase in students self-reported confidence to intervene in a situation of inappropriate behaviour after completing the Respect at UQ module.</li> <li>3. An increase in students self-reported knowledge of where to find support and reporting information at UQ after completing the Respect at UQ module.</li> <li>4. Decrease in the % of students who report knowing 'nothing or very little about where to seek support or assistance for assault and/or harassment' in the NSSS.</li> </ol>
Increased number of staff with understanding of the impacts of Sexual	3.3, 3.10	Staff feedback mechanisms, training completion rates	A 30% increase in the number of staff attending Ethical

	misconduct and Gender-based violence and how to respond to disclosures appropriately			Bystander, Sexual Misconduct Prevention and Response, Bullying and Harassment and Unconscious Bias training by 2026.
	Staff are aware of the training available to them, and managers are supportive of staff attendance at these training sessions	3.3, 3.10	Training completion rates	A 25% increase in the number of staff attending Ethical Bystander, Sexual Misconduct and Gender-based violence Prevention and Response, Bullying and Harassment and Unconscious Bias training by 2027.
<b>4. Responses and support services are safe and person-centred</b>	Staff and students accessing Safer Communities feel safe, supported and informed	4.1, 4.2, 4.3, 4.7	Service user feedback	
	Support services have robust referral pathways to external organisations to ensure all community members can access timely support that is most appropriate for them.	4.8	Service user feedback Timeliness of referrals	
	Staff and students who access services and support feel that it was the right fit for them	4.4, 4.5, 4.7	Service user feedback	
	Staff involved in response and decision-making feel confident in	4.1, 4.8	Training completion rates	Staff feedback demonstrates an increased confidence in applying trauma-informed

applying trauma-informed and person-centred approaches in their work			approaches in their decision-making.
Appropriate safeguards are in place to support and maintain the safety of all disclosers, respondents and witnesses	4.2	Risk assessment outcomes	
Identification of risk factors across work and study spaces at UQ, and the development of risk-mitigation strategies are evident	4.2	Risk assessment documents	
Staff and students can access appropriate and timely information and support around reporting pathways and support services	4.5, 4.7	Service user feedback	
Staff and students from LGBTIQ+ groups feel safe and supported in accessing services or making a disclosure	4.6, 4.7	Service user feedback	
Members of the UQ community feel represented in prevention campaigns and training materials	4.4	Feedback mechanisms	
The UQ community has a greater understanding of LGBTQIA+ experiences of violence, the drivers of violence perpetrated against LGBTQIA+ communities, and the barriers to accessing support	4.4, 4.6	Feedback from campaigns Survey feedback	Evaluation shows improved knowledge, attitudes, and self-efficacy in relation to violence experienced by LGBTQIA+ communities.

<b>5. Processes are safe and timely</b>	Policy and procedures are comprehensive and align with the UQ Gender Equality Action Plan, the UQ Domestic and Family Violence Policy as well as Respect@Work and National Code requirements	5.5	Reviews conducted every 3 years	A 50% increase in participation in LGBTIAQ+ specific violence prevention initiatives.
	Receive feedback from people who have made a disclosure or formal report or accessed support through UQ on their experience with the process	5.6	Service user feedback	All service users report safety of disclosure and reporting processes
	UQ community members can access timely, professional, trauma informed support from the university services	5.1	Appointment and service user feedback	Service standards include timeframes for delivery, quality and performance of services, and limits to confidentiality
	All members of the UQ community are aware of the supports provided by the Safer Communities Service and know how to access the service	5.4	Pulse and NSSS responses	Increase in number of requests for support  Decrease in the % of students who report knowing 'nothing or very little about where to seek support or assistance for assault and/or harassment' in the NSSS

	Ensure fostering safe, respectful and inclusive organisational culture is included in recruitment, promotion processes and leaders' performance agreements, as well as staff APD processes.	5.2	2026 APD process has KPIs for senior leaders that are relevant and appropriate for their role in addressing gender-based violence.	
	UQ clearly articulates its no-tolerance position on sexual misconduct and gender-based violence with partner organisations and individuals	5.2, 5.3	All new contracts with external parties include a section on sexual misconduct and gender-based violence, UQ's position on it and what actions may be taken in the event it occurs	
	There is a consistent agreed upon response to sexual misconduct and gender-based violence across UQ and its external associated organisations.	5.2, 5.3	UQ and affiliated entities have consistent language, referral pathways and response in processes and documents	
<b>6. Use evidence to approach, measure change and contribute to the national evidence-base</b>	There is consensus on how data is categorised and reported.	6.4	Consistency in data and reporting	Annual reports, quarterly updates
	Our reporting is consistent and accurate			
	Clear, appropriate and de-identified data is regularly shared with the UQ Community to demonstrate our commitment to responding and	6.3	Annual reports, quarterly updates	Pulse survey responses

preventing GBV and inform further prevention and response initiatives.

Effective processes for recording informal reports and disclosures, including anonymous reports, are developed, and adopted

6.4, 6.6

Increase in the number of informal reports

Ability to identify and measure staff and student attitudes to sexual misconduct and gender-based violence, gender inequality, homophobia, transphobia, racism, and ableism

6.1

These tools/questions are incorporated into regular surveys, with response information made available to the VC Advisory Committee and working groups on an annual basis

Our primary prevention strategy to prevent gender-based violence is holistic, effective and provides continuity

6.2, 6.5

Campaigns and initiatives are developed that specifically aim to address gaps and identified needs within, based on data collected from the UQ community (through sources such as Pulse and the NSSS).

Campaign engagement rates

Staff and student feedback reflects an increase in awareness of reporting options

6.3, 6.6

UQ Respect survey tools

Evaluation is conducted into the impact of training on leadership within UQ

6.5

Leadership survey tools

	All campaigns, training and initiatives are designed with an evaluation plan	6.2, 6.5	Evaluation is conducted within 2 years of campaign rollout	
	Campaigns and initiatives are developed that specifically aim to address gaps and identified needs within, based on data collected from the UQ community (through sources such as Pulse and the NSSS).	6.2, 6.5		
<b>7. Accommodation is safe for all students and staff</b>	All accommodation staff, including residential advisers, are appropriately trained and have an awareness of UQ processes and supports	7.2, 7.4, 7.6	Training completion rates, training feedback	Timely referrals from accommodation providers to UQ
	Accommodation providers clearly understand their obligations, and have appropriate measures in place to meet their obligations under the National Code	7.1, 7.3, 7.5	Updated agreements with PBSAs, Residential Colleges	
	UQ resources are visible and available in all accommodation provider communal areas	7.2	Student feedback	Number of referrals or reports
	Visible, increased collaboration with accommodation providers	7.3, 7.2, 7.6	Meeting schedules, data related to matters referred to Safer Communities service	

Residents feel safe and supported in their accommodation	7.4	Student feedback	
On-site events are safe, inclusive and appropriately managed	7.4	Student feedback	
Students have an increased awareness and confidence to gain consent, be an ethical bystander and where to find support and reporting information for sexual misconduct and gender-based violence at UQ	7.4, 7.5	Module & training feedback	<ol style="list-style-type: none"> <li>1. An increase in students self-identified confidence to gain consent after completing the Respect at UQ module.</li> <li>2. An increase in students self-reported confidence to intervene in a situation of inappropriate behaviour after completing the Respect at UQ module.</li> <li>3. An increase in students self-reported knowledge of where to find support and reporting information at UQ after completing the Respect at UQ module.</li> </ol>