

## Action Plan for Sexual Misconduct Prevention and Response 2024 – 2027

### *Strategic Priorities:*

#### **1. Leadership and Resourcing**

Successful primary prevention practice requires a whole-of-university approach, encompassing ongoing action across all areas of our university. Our leadership plays a key role in promoting a culture of respect and addressing the drivers of sexual misconduct, in particular structural drivers.

We recognise that effective primary prevention requires appropriately resourcing business areas that drive and oversee key prevention activities. We know that effective prevention and awareness-raising initiatives are likely to increase our requests for support and reporting rates, as our community members will be better able to identify their own experiences of sexual misconduct and feel more confident in seeking support and/or reporting<sup>1</sup>. Because of this, it is essential that our student and staff support services are appropriately resourced.

#### **2. Transparency and Accountability**

We know that creating a culture of trust and support in victim-survivors' accounts of violence is critical to fostering an environment where community members feel safe seeking support and reporting sexual misconduct. It is vital for us to regularly reflect on our policies, processes, and initiatives to ensure they are victim survivor-centric and trauma-informed. We are committed to regularly releasing de-identified data on reporting rates and outcomes and to publishing a UQ Sexual Misconduct Prevention and Response Annual Report.

In the 2021 National Student Safety Survey (NSSS), students called for increased accountability and transparency of reporting pathways and processes.

#### **3. Continuous Improvement**

Continuous improvement involves regular engagement with the gender-based violence evidence base, staying abreast of changes to relevant policy and legislation, and identifying and critically reflecting on areas for improvement and change. We recognise that continuous improvement practices should underpin all sexual misconduct prevention and response activities.

#### **4. Education and Awareness**

Education and awareness-raising activities play a critical role in ensuring that our community is equipped with the knowledge and skills to actively challenge norms, attitudes and behaviours that enable gender-based violence and drivers of violence. They also ensure our community members are aware of the support and reporting options available to them, both internal and external to UQ. Education and awareness raising activities encompass a broad range of social awareness and behaviour change campaigns, workshops, and educational resources.

#### **5. Community Engagement**

To create a culture of inclusion and respect at UQ we need to engage all members of our community in sexual misconduct prevention initiatives. It is important that we have positive role models for staff and students and are actively engaging with men through our prevention initiatives.

### *Domains:*

#### **1. Primary prevention**

The goal of primary prevention is to take action at the whole-of-community level to address the underlying drivers of sexual misconduct, such as gender inequality, racism, ableism, homophobia, transphobia and colonisation, to prevent violence from occurring.

#### **2. Secondary Prevention**

The goal of secondary prevention (also referred to as 'early intervention') is to identify people who are at risk of experiencing sexual misconduct or using sexually violent behaviours and respond to risk factors to prevent the escalation of violence.

#### **3. Tertiary prevention**

The goal of tertiary prevention (also referred to as 'response') is to support victim-survivors of sexual misconduct through addressing the impacts of violence and reducing trauma. Response also encompasses holding perpetrators to account (with the goal of preventing sexual misconduct from recurring).

#### **Timepoints for action completion**

These time phases describe when the initial actions should be completed. Actions/outcomes should then move into a business-as-usual form and be integrated into everyday practice where appropriate. Some actions may cross multiple phases where there may be multiple parts, there may be the requirement for follow-up actions or work.

Phase 1: 1 January to 31 December 2024

Phase 2: 1 January to 31 December 2025

Phase 3: 1 January to 31 December 2026

Phase 4: 1 January to next iteration of the action plan.

#### **Definitions**

Definitions of key terms used in this document can be found here <https://respect.uq.edu.au/educate/understanding-sexual-misconduct-and-domestic-and-family-violence>.

#### **Abbreviations**

National Action Plan (NAP)

National Code (NC)

Respect@Work Good Practice Indicator (GPI)

<sup>1</sup> Our Watch, *Educating for Equality: a model to address gender-based violence at, and through, Australian universities*, Our Watch, 2021, accessed 5 October 2023.

LEADERSHIP AND RESOURCING									
Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
1.1 Increase the capacity of senior leadership staff to prevent and respond to sexual misconduct.	1.1.1 All senior staff (management level one to five) will attend trauma-informed practices training on a two-yearly cycle.	Senior leadership staff will use and integrate trauma-informed practices and approaches within their management and decision making.	<p><b>End of Phase 1:</b> Trauma-informed Practices training will have been made mandatory for level 1-5 managers and 25% will have attended training.</p> <p><b>End of phase 2:</b> 85% of level 1-5 managers have attended and remain current.</p> <p>Participants are surveyed pre and post training to measure confidence and participate in a reflective piece after participating in training to assess retained knowledge and confidence.</p>	1-2	Knowledge GPI 1	<p><b>Primary:</b> Human Resources (HR)</p> <p><b>Supporting:</b> Student Services (SS)</p>		x	x
	1.1.2 Promote and strengthen the institutional tools available to staff when responding to sexual misconduct, such as the Code of Conduct, Conflict of Interest and Sexual Misconduct policies.	Leaders, managers and supervisors are aware of and can draw upon clear and comprehensive documents, policies, procedures etc. to support them to respond to sexual misconduct incidents. Policies and procedures are robust enough to be applied to all scenarios and both formal and informal reports.	<p><b>End of phase 1:</b> All relevant policies and procedures have been reviewed, updated and circulated for consultation. All leaders, managers and supervisors can easily locate and identify policies and procedures to respond to incidents.</p>	1	Culture GPI 9 and 10, NC 2	<p><b>Primary:</b> HR</p> <p><b>Supporting:</b> Academic Services Division (ASD), Integrity Unit, Legal Services</p>		x	x
	1.1.3 Deliver training to HDR supervisors on respectful supervisory relationships and boundary blurring behaviours.	HDR supervisors to complete training to improve knowledge and awareness of the drivers of sexual misconduct, power imbalances, what boundary blurring behaviours look like and how to respond to disclosures.	<p><b>Phase 2:</b> Review current supervisor training and identify areas for improvement/gaps on drivers of gender-based violence, power imbalances and boundary blurring behaviours.</p> <p><b>Phase 3:</b> Training content and delivery is updated and begins rolling out to HDR supervisors.</p> <p><b>Phase 4:</b> All HDR supervisors to have completed the updated training by July 2026, with training then included in the regular training requirements thereafter.</p>	2-4	NAP action 2	<p><b>Primary:</b> Graduate School</p> <p><b>Supporting:</b> UQ Respect</p>	x		x
	1.1.4 Deliver values-based leadership training that educates leaders to; <ul style="list-style-type: none"> <li>Understand 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>Leaders, managers and supervisors can recognise and appropriately respond to inappropriate behaviour by their staff and students.</p> <p>Leaders, managers and supervisors are aware of, and know how to implement processes for informal and formal reports.</p>	<p><b>Phase 1:</b> Values-based leadership training is actively promoted to all staff in supervisory and/or leadership positions.</p> <p><b>End of phase 2:</b> 75% of staff in supervisory and/or leadership positions have completed the training.</p> <p><b>Phase 3:</b> Evaluation is conducted into the impact of training on leadership within UQ.</p> <p>By 2027, &gt; 75% of staff respond to the pulse survey that they agree or strongly agree that: <ul style="list-style-type: none"> <li>Staff are held accountable for unacceptable behaviours in the workplace.</li> </ul> Managers and Supervisors report feeling more confident in addressing inappropriate behaviour in their staff.</p>	1-3	Knowledge GPI 1	<p><b>Primary:</b> HR</p>		x	x

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
1.2 Ensure staff involved in response processes have the skills and knowledge to apply trauma-informed approaches routinely to their work.	1.2.1 All staff involved in formal and informal response processes (e.g. inquiries, investigation, disciplinary action, appeals and adjustments) attend trauma-informed practices training on a biennial basis.	All staff involved in the response processes are confident in appropriately applying trauma-informed practice within their work.	<p><b>Phase 1:</b> Schedule and run targeted trauma-informed practices training for staff involved in informal and formal response processes</p> <p><b>Beyond phase 1:</b> Training is scheduled on an ongoing basis and all relevant staff must attend within three months of commencement in their role.</p> <p>Evaluation of the training demonstrates an increase in staff members knowledge of trauma-informed practices and confidence in applying them to their work.</p>	1	Support GPI 6 and 7	<p><b>Primary:</b> HR, HSW</p> <p><b>Supporting:</b> Student Advocacy and Support, UQ Respect</p>			x
	1.2.2 The trauma-informed practices training is appropriately resourced, reviewed and evaluated regularly for effectiveness.								
1.3 Increase the capacity of student leadership to prevent and respond to sexual misconduct.	1.3.1 Deliver training to all UQ Union, school and faculty club and society, UQ Sport and residential accommodation leaders on sexual misconduct prevention and response on an annual basis.	<p>UQ Respect offer training to UQ Sport and UQ Union club and society leaders and executives.</p> <p>UQ Union club and society leaders and executives actively engage in sexual misconduct training.</p>	<p><b>Phase 1:</b> UQ Union works with UQ Respect to organise and deliver regular training for all club and society leaders. Engage with UQ Sport to organise regular training opportunities for their sporting club executives. Faculties work with UQ Respect to organise training for their student leaders.</p> <p><b>Phase 2:</b> UQ Respect to deliver training to all UQ affiliated residential accommodation and purpose-built accommodation leaders and first year residents before semester one commences.</p> <p><b>Phase 3 onwards:</b> All student leaders attend annual training.</p> <p>Survey leaders to measure increase in knowledge and awareness of appropriate responses and support and reporting options. UQ Respect are invited to present at all annual clubs and societies conferences and all annual UQ Sport affiliated club meetings.</p>	1-2	NAP action 2, NC 4	<p><b>Primary:</b> UQ Union, UQ Sport and Affiliated Colleges and purpose-built accommodation, Faculties</p> <p><b>Supporting:</b> UQ Respect</p>	x	x	x
1.4 Promote visible leadership within the sexual misconduct prevention space.	1.4.1 Develop a Respect Network that drives engagement and promotes prevention initiatives across the UQ community.	Members of the UQ community self-nominate to become a member of the Respect Network and actively promote prevention initiatives and display positive role modelling throughout their areas.	<p><b>End of phase 2:</b> Work with existing FRN members to re-brand the FRN into a prevention/culture change focussed Respect Champion network. Promote the opportunity to staff and students. Have it included in the APD guidance documents by the 2025 APD process</p> <p><b>Phase 3:</b> Continue recruitment of staff and students for the network with the aim of having 150 engaged Respect Champions and two Executive Champions by July 2026.</p> <p>Publish the number of active Respect and Executive Champions in the Annual Report.</p> <p>Promote the Respect Champions as an ongoing opportunity.</p>	2-3	Culture GPI 6 and 8	<p><b>Primary:</b> UQ Respect</p> <p><b>Supporting:</b> HR</p>	x	x	
1.5 Embed safety, respect, and inclusion in key processes.	1.5.1 Ensure fostering safe, respectful and inclusive organisational culture is included in recruitment, promotion processes and leaders' performance agreements, as well as staff APD processes.	<p>The organisation articulates its focus on safety, respect and inclusion in recruitment materials, contracts, and performance management frameworks.</p> <p>Senior leaders are held accountable for the culture in their portfolios and take an active role in prevention.</p>	<p><b>End of phase 1:</b> Have all relevant materials updated by mid-2024 before creating a guide for managers to support their understanding of training requirements and what is appropriate for their role by December 2024 for ongoing use.</p> <p>Before the 2024 APD process develop KPIs for senior leaders that are relevant and appropriate for their role in addressing gender-based violence.</p>	1	Leadership GPI 8, NC 1	<p><b>Primary:</b> HR</p>	x		
	1.5.2 Introduce key performance indicators (KPIs) for senior leaders that are linked to prevention, response and assurance activities within their relevant portfolios.								

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
1.6 Review Governance framework	1.6.1 The organisation's governance framework clearly reflects the responsibility of organisational leaders for addressing sexual misconduct.	The review of the Sexual Misconduct Policy & Procedure will include roles and responsibilities. The structure and composition of the VC Advisory Committee on Sexual Misconduct: Prevention and Response and associated Working Groups are reviewed in the first meeting of the calendar year.	<b>Phase 1:</b> Sexual Misconduct is and remains a standing item on agenda on Senate and USET meetings. The structure of the VC Advisory Committee on Sexual Misconduct: Prevention and Response and associated Working Groups is published and updated on the UQ Respect website and in the Annual Report.	1	Leadership GPI 1, NAP action 2, NC 1	<b>Primary:</b> VC Advisory Committee and associated Working Groups <b>Supporting:</b> HR, UQ Respect		x	x
1.7 Ensure student-focused prevention initiatives are developed and delivered in collaboration with students.	1.7.1 Establish a Respect Student Advisory Committee, that is made up of, and led by students.	Have student voice at the centre of our student focussed work.	<b>Phase 2:</b> Secure resourcing to create a sustainable Respect Student Advisory Committee where student members are remunerated for their time. Promote the opportunity to the wider student population to recruit 8-10 coursework and HDR students from a range of disciplines and backgrounds to form the Advisory Committee. <b>Phase 3:</b> The first Respect Student Advisory Committee meeting will be held in early 2026.	2-3	NAP action 2	<b>Primary:</b> UQ Respect	x	x	

**TRANSPARENCY AND ACCOUNTABILITY**

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
2.1 Improve sexual misconduct data transparency.	2.1.1 Publish a UQ Sexual Misconduct Annual Report that includes: <ul style="list-style-type: none"> <li>de-identified information on the number of reports and disclosures of sexual misconduct received by UQ</li> <li>de-identified data on the outcomes of formal reports made to UQ</li> <li>de-identified themes emerging from feedback on reporting and support pathways internal to UQ</li> <li>prevention initiatives and campaigns delivered.</li> <li>report on progress made towards the actions included in the Action Plan.</li> </ul>	Our community is aware of reporting and disclosure rates within UQ. Develop annual reports on frequency, nature, organisational response, and consequences for perpetrators, for dissemination to the UQ community. Data reporting and terminology is in alignment with the National Code.	<b>All phases:</b> Publish the annual report in quarter one each year.	1-4	NAP action 3 Measuring GPI 2, NC 6	<b>Primary:</b> Central Communications <b>Supporting:</b> VC Advisory Committee, UQ Respect	x		
2.2 Provide the UQ community with visible and accessible information on sexual misconduct, support options and reporting pathways.	2.2.1 Publish information about formal reporting pathways, including anonymous reporting options, available to the UQ community on the UQ Respect website.	Our community is aware of all reporting and support options available to them and can easily locate this information.	<b>Phase 1:</b> Create a formal and informal reporting flowchart and publish it on the UQ Respect website.	1	Reporting GPI 1,2 and 3 NAP action 2, NC 3	<b>Primary:</b> SS, HR			x
	2.2.2 Develop and publish guidance and flowcharts about informal reporting pathways, including anonymous reporting options, available to the UQ community on the UQ Respect website.	Clear pathways for informal and anonymous reporting options available to staff, students, and community members on the UQ website.	Review and updated the flowcharts on an annual basis.	1	Reporting GPI 1, 2 and 3 NAP action 2, NC 3	<b>Primary:</b> SS and HR			x
	2.2.3 Provide resources on support services in languages other than English	Staff and students can better access information on support services.	<b>Phase 2:</b> Key languages for resources to be translated into are identified. Translation services are sourced and begun. <b>Phase 3:</b> Translation is finished on resources, and they are made available for the UQ community.	2-3	NC 5	<b>Primary:</b> UQ Respect		x	

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
2.2 Provide the UQ community with visible and accessible information on sexual misconduct, support options and reporting pathways continued.	2.2.4 Increase the visibility of the UQ Respect website through mandatory staff and student training, along with staff and student communications.	Our community is aware of UQ Respect and can find and access information about sexual misconduct prevention campaigns, support and reporting options.	<p><b>Phase 1:</b> The UQ Respect website is reviewed to ensure accurate, relevant information for all community members is available.</p> <p><b>Phase 1 onwards:</b> The UQ Respect website is highlighted in all relevant staff and student training.</p> <p>Staff and students report being able to easily find information about sexual misconduct through surveys of people who access support and through national data collection exercises.</p> <p>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.</p>	1-2	Reporting GPI 1, 2 and 3 NAP action 2	<b>Primary:</b> HR, UQ Respect		x	x
	2.2.5 Clearly articulate the process for reporting sexual misconduct perpetrated by university senior leadership.	Staff and students are readily able to locate information on the process for reporting senior leaders for sexual misconduct.	<b>Phase 1:</b> The process for reporting sexual misconduct perpetrated by senior university staff is included in the Sexual Misconduct Policy and Procedure by December 2024.	1	Reporting GPI 6	<b>Primary:</b> HR			x
2.3 Improve the transparency of governance structures and decision-making processes.	2.3.1 Publish the membership and terms of reference of the Vice Chancellor's Advisory Committee on Sexual Misconduct: Prevention and Response on the website.	Our community is aware of the purpose, scope, and membership of the Vice Chancellor's Advisory Committee.	<b>All phases:</b> The membership and terms of reference is updated in the first meeting of each calendar year.	1-4	Leadership GPI 1 NAP action 3	<b>Primary:</b> VC Advisory Committee <b>Supporting:</b> UQ Respect		x	
2.4 Develop a Sexual Misconduct Communications Plan to disseminate progress and actions to UQ community.	2.4.1 Provide information on the university's progression on the prevention of sexual misconduct on a quarterly basis as part of a wider Sexual Misconduct Communications Plan.	Communicate the universities commitment to a safe, respectful, and inclusive environment free from harassment, discrimination and sexism, and available support to staff, students and affiliated entities.	<p><b>Phase 1:</b> Develop a communications plan for communicating with the UQ community on a quarterly basis regarding, safety, respect, and inclusion.</p> <p><b>All phases:</b> Communicate with the UQ Union, National Tertiary Education Union (NTEU) and affiliated entities on a quarterly basis on the work UQ is doing in this space.</p>	1-4	Leadership GPI 5, Culture GPI 7	<b>Primary:</b> Central Communications <b>Supporting:</b> VC Advisory Committee		x	x

**CONTINUOUS IMPROVEMENT**

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
3.1 Strengthening policies and procedures.	3.1.1 Review the sexual misconduct prevention and response policy and procedures to ensure alignment with all relevant plans, policies and legislation and ensure they take a whole of organisation approach.	<p>The sexual misconduct policy and procedures are fit for purpose and align with the UQ Gender Equality Action Plan, the UQ Domestic and Family Violence Policy as well as in line with the Respect@Work and National Code requirements.</p> <p>All policies take a 'whole of organisation' approach and are consistently implemented across the organisation.</p>	<b>All phases:</b> Policies and procedures are reviewed and updated where necessary in quarter one each year to ensure they are fit for purpose and are accurately representing the processes.	1-4	NAP action 2, NC 2	<b>Primary:</b> HR, ASD <b>Supporting:</b> SS			x

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
3.1 Strengthening policies and procedures continued.	3.1.2 Review the sexual misconduct prevention and response policy and procedures to ensure the policy and procedures are fit to respond to all forms of sexual misconduct, including online sexual misconduct.	Ensure the policies and procedures for student/staff/manager/supervisor intimate relationships, including through conflict-of-interest management processes where appropriate, are clearly articulated. Ensure that the relevant policies are easily able to be applied to online forms of sexual misconduct.	<b>All phases:</b> Policies and procedures are reviewed and updated where necessary in quarter one each year to ensure they are fit for purpose and are accurately representing the processes.	1-4	NAP action 2, NC 2	<b>Primary:</b> HR <b>Supporting:</b> ASD, SS			x
3.2 Improve and align data collection processes.	3.2.1 Align data collection processes across reporting pathways internal to UQ (CMS, UQ Respect Informal Reporting, UQSafe, SafeZone).	Agreement on the sources of data and who is responsible for collecting and reporting on it. Robust routine reporting mechanisms are in place across the organisation.	<b>Phase 2:</b> Review and document internal data collection and reporting processes across organisational units. <b>Phase 3 onwards:</b> Data collection processes are reviewed in quarter one each year.	2-4	Measuring GPI 3 NAP Action 3	HR, ASD, SS, Health, Safety and Wellness (HSW)			x
	3.2.2 Develop a process for recording informal reports and disclosures to ensure we are collecting all the data needed under Respect@Work and the National Code*	Effective processes for recording informal reports and disclosures, including anonymous reports, are developed, and adopted.	<b>Phase 1:</b> Develop and disseminate the staff process for recording informal reports <b>Phase 2 onwards:</b> Increase in the number of informal staff reports.	1-4	Reporting GPI 3, NC 3	<b>Primary:</b> HR			x
	3.2.3 Develop an easily accessible feedback mechanism for UQ community members to provide feedback on reporting and support pathways.	Receive feedback from people who have made a report or accessed support through UQ on their experience with the process regularly.	<b>Phase 1-2:</b> Develop a mechanism to receive feedback on formal reporting processes by June 2025. <b>All phases:</b> Deliver an annual survey in quarter four each year to SMSU clients to receive feedback on their service experience.	1-2	Risk and Transparency GPI 5, NC 5	<b>Primary:</b> HR, ASD <b>Supporting:</b> IU, Sexual Misconduct Support Unit			x
3.3 Improve community access to wellbeing resources, information about support and reporting pathways, support services.	3.3.1 Review and improve the response processes for staff.	Staff who report sexual harassment can access appropriate internal support at any stage.	<b>Phase 1:</b> the staff response processes are reviewed to ensure they are trauma informed. <b>All phases:</b> Feedback and evaluations from staff reflect an increase in confidence and trust in the UQ response processes.	1	Support GPI 1, NC 5	<b>Primary:</b> HR, <b>Supporting:</b> HSW			x
	3.3.2 Add additional wellbeing-focused resources to the SafeZone app.	The SafeZone app is equipped with wellbeing resources and support information and is available and promoted across the UQ community.	<b>Phase 1:</b> The Safezone app is actively promoted to all staff and students, particularly during orientation and the All-Staff Expo. At least 50% of students and staff have downloaded the SafeZone app by March 2025.	1	Risk and Transparency GPI 6	<b>Primary:</b> Security <b>Supporting:</b> HSW, HR, SS		x	x
	3.3.3 Review the UQ Respect website to ensure that information about support and reporting options are easily accessible.	UQ community members are easily able to navigate the UQ Respect to locate information on reporting and support options.	<b>All phases:</b> The UQ Respect website is regularly reviewed to ensure it has relevant, accessible information. Increase in staff and students reporting they are aware of where to find information on support and reporting options. A 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.	1-4	Reporting GPI 1 NAP action 2	<b>Primary:</b> UQ Respect <b>Supporting:</b> HR		x	x

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
3.3 Improve community access to wellbeing resources, information about support and reporting pathways, support services continued.	3.3.4 Ensure students and staff have access to the most appropriate expert-led, trauma-informed support services.	UQ community members can access, or be appropriately referred to, appropriately resourced support services that are most appropriate for their specific needs.	<b>All phases:</b> UQ monitors it's support services to ensure it has robust support services and referral pathways to external organisations to ensure all community members can access timely support that is most appropriate for them.	1-4	NC 5	<b>Primary:</b> SS, HSW			x
3.4 Establish service-level standards for support services	3.4.1 Establish formal standards for support services (including the SMSU and EAP) that ensure that people are receiving quality care when they need it.	UQ community members can access timely, quality support from the university services.	<b>Phase 2:</b> Service standards are developed and implemented by December 2025 that include timeframes for delivery, quality and performance of services, and are transparent about how these are met. Service performance against these standards is reviewed no less than annually.	2	NC 5	<b>Primary:</b> SS, HSW			x
3.5 Measure community attitudes towards sexual misconduct and its drivers.	3.5.1 Integrate tools into existing community surveys (e.g. UQ Pulse Survey) to measure UQ staff and student attitudes towards drivers of sexual misconduct.	Ability to identify and measure staff and student attitudes to sexual misconduct, gender inequality, homophobia, transphobia, racism, and ableism.	<b>Phase 2:</b> current staff and student surveys re reviewed for opportunities to integrate questions to measure attitudes towards drivers of sexual misconduct. <b>Phase 3 onwards:</b> 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.	2-4	NAP action 2	<b>Primary:</b> HR <b>Supporting:</b> UQ Respect, VC Advisory Committee	x		
3.6 Implement whole of university primary prevention model.	3.6.1 Use evidence and data collected from the UQ community to inform the development and delivery of prevention initiatives.	Our prevention initiatives are targeted to UQs needs and are based on evidence.	<b>All phases:</b> Campaigns and initiatives are developed that specifically aim to address gaps and identified needs within, based on data collected from the UQ community UQ (through sources such as Pulse and the NSSS).	1-4	NAP action 3	<b>Primary:</b> UQ Respect, HR	x	x	
	3.6.2 Promote the Our Watch 'Educating for Equality' model for primary prevention across the five domains (Student life, Teaching and Learning, Workplace, Research and Business and Operations).	Our primary prevention strategy to prevent gender-based violence is holistic, effective and provides continuity.	<b>Phase 2 onwards:</b> Actively promote the model to all areas of the university with knowledge on how to effectively use it as a prevention tool.	2-4	Measuring GPI 3	<b>Primary:</b> HR <b>Supporting:</b> ITaLI, Heads of School	x		
3.7 Evaluation of initiatives.	3.7.1 Initiatives and campaigns are regularly evaluated to ensure they are delivering the intended outcomes and to identify areas for improvement.	Evaluation is included within the planning and development of all campaigns.	<b>All phases:</b> All campaigns, training and initiatives are designed with an evaluation plan. Evaluation is conducted within 2 years of campaign rollout.	1-4	Risk and Transparency GPI 3	<b>Primary:</b> UQ Respect <b>Supporting:</b> Human Resources	x	x	
3.8 Ensure our campuses and learning environments are safe spaces for all students.	3.8.1 Ensure our physical campuses are physically safe spaces with safe and adequate paths, maps and lighting.	Our campuses and learning environments are safe, supportive spaces for all members of the UQ community.	<b>All phases:</b> 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.	1-4	NAP action 2	<b>Primary:</b> Properties and Facilities		x	
	3.8.2 Ensure our learning environments are psychosocially safe spaces, by embedding trauma-informed learning principles and practices.	Our campuses and learning environments are safe, supportive spaces for all students and academics.	<b>Phase 1-2:</b> Develop trauma-informed learning and teaching practice resources specific to the UQ context for teaching staff to use and reference by semester two, 2025. <b>Phase 2:</b> Develop and offer trauma informed learning practices training to all fixed term and continuing teaching staff by semester two, 2025.	1-2	NAP action 2	<b>Primary:</b> ITaLI <b>Supporting:</b> UQ Respect	x	x	

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
3.9 An intersectional lens is applied to all of our work to ensure the needs and experiences of all members of the UQ community are considered and reflected.	3.9.1 An intersectional approach is taken with all work to ensure we are delivering the most inclusive, responsive work we can.	By taking an intersectional approach in our work, we can deliver the most inclusive, responsive campaigns, services and initiatives possible. By considering how different identities intersect and impact experiences, we can create a more equitable and supportive environment for everyone.	<b>All phases:</b> Members of the UQ community feel represented in prevention campaigns and training materials	1-4	NC 2	<b>Primary:</b> All			

EDUCATION AND AWARENESS									
Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
4.1 Increase awareness of support and reporting options within the UQ community.	4.1.1 Deliver a university-wide campaign educating community members on the role and function of the Sexual Misconduct Support Unit (SMSU).	All members of the UQ community are aware of the supports provided by the SMSU and know how to access the SMSU.	<b>Phase 1:</b> Develop the SMSU campaign in collaboration with staff and students. <b>Phase 2:</b> Disseminate the campaign across the UQ community.  Increase in the number of requests for support received by the SMSU. Campaign evaluation outcomes. 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.	1-2	NAP action 2, NC 5	<b>Primary:</b> UQ Respect <b>Supporting:</b> HR			x
	4.1.2 Promote staff support and reporting options, including updated procedures and new guidelines.	Staff at UQ have increased knowledge of the improved trauma informed staff support and reporting processes.	<b>Phase 1:</b> Update the reporting procedures and guidelines for staff <b>Phase 2 onwards:</b> Actively promote the staff guidelines and procedures through training and the communications plan. Increase in the number of staff accessing support and reporting both informally and formally. Staff feedback/consultation pathways show an increase in knowledge of UQ's approach to staff sexual misconduct.	1-4	Support GPI 1, Reporting GPI 1, NC 5	<b>Primary:</b> HR <b>Supporting:</b> HSW			x
	4.1.3 Increase the presence of community support services at student-facing events.	Students are aware of community-based support services and know how to access them.	<b>All phases:</b> Engage community support services to attend campus to inform the UQ community of their support options.  Increase in students' self-reported knowledge of community support services following on-campus events. 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.	1-3	NAP action 2, NC 5	<b>Primary:</b> UQ Respect			x
	4.1.4 Deliver a university-wide campaign, through existing communications channels and training initiatives, educating community members on the updated features of the SafeZone app.	Staff and students are aware of the SafeZone app, and its features, and more staff and students are engaging with the app.	<b>Phase 1:</b> Deliver the Safezone communication campaign to all staff and students, with at least 50% of students and staff have downloaded the SafeZone app by March 2025.  Increase in the numbers of users actively engaging with the SafeZone app.	1	Risk and Transparency GPI 8	<b>Primary:</b> Central Communications <b>Supporting:</b> HR, UQ Respect		x	x



Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
4.1 Increase awareness of support and reporting options within the UQ community continued.	4.1.5 Deliver training to students studying courses with a significant placement component, and HDR candidates who undertake fieldwork, prior to placement/fieldwork on the following topics: <ul style="list-style-type: none"> <li>Understanding and identifying sexual misconduct in a workplace content</li> <li>Your rights in the workplace and during placement; and</li> <li>Support and reporting options on placement and through UQ.</li> </ul>	Students have an increased awareness of the support and reporting options available to them while they are on placement.	<b>Phase 1:</b> Engage with additional schools and faculties to deliver pre-placement training to their students. <b>Phase 2 onwards:</b> Routinely deliver training to pre-placement students as part of placement orientation across faculties, with all pre-placement students receive training by 2026.	1-3	Risk and Transparency GPI 8	<b>Primary:</b> Heads of School, Graduate School <b>Supporting:</b> UQ Respect		x	
4.2 Increase community literacy around respectful relationships and sexual misconduct through regular training and initiatives.	4.2.1 Deliver a mandatory module to all coursework students on a biennial basis that provides information on: <ul style="list-style-type: none"> <li>Consent and respectful relationships;</li> <li>Ethical bystander interventions;</li> <li>Alcohol, drugs and consent;</li> <li>Responding to disclosures of sexual misconduct; and</li> <li>Support and reporting options at UQ.</li> </ul>	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 at UQ.	<b>Phase 1:</b> Implement the mandatory module to all coursework students, with agreed upon timelines for recompletion. <b>Phase 2 onwards:</b> Continue implementation to all commencing students. <ol style="list-style-type: none"> <li>An increase in students self-identified confidence to gain consent after completing the Respect at UQ module.</li> <li>An increase in students self-reported confidence to intervene in a situation of inappropriate behaviour after completing the Respect at UQ module.</li> <li>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>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>	1-3	NAP action 2, NC 4	<b>Primary:</b> DVCA <b>Supporting:</b> UQ Respect	x	x	
	4.2.2 Deliver a mandatory module to all Higher Degree Research candidates on a biennial basis that provides information on: <ul style="list-style-type: none"> <li>Consent and respectful relationships;</li> <li>Respectful supervisory relationships;</li> <li>Boundary-blurring behaviours;</li> <li>Ethical bystander interventions;</li> <li>Responding to disclosures of sexual misconduct; and</li> <li>Support and reporting options at UQ.</li> </ul>	Candidates have an increased awareness and confidence to gain consent, be an ethical bystander and where to find support and reporting information for sexual misconduct at UQ.	<b>Phase 1:</b> Implement the mandatory module to all HDR candidates, with agreed upon timelines for recompletion. <b>Phase 2 onwards:</b> Continue implementation to all commencing candidates. <ol style="list-style-type: none"> <li>An increase in students self-identified confidence to gain consent after completing the Respect at UQ module.</li> <li>An increase in students self-reported confidence to intervene in a situation of inappropriate behaviour after completing the Respect at UQ module.</li> <li>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>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>	1-3	NAP action 2, NC 4	<b>Primary:</b> Graduate School <b>Supporting:</b> UQ Respect	x	x	

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
4.2 Increase community literacy around respectful relationships and sexual misconduct through regular training and initiatives continued	4.2.3 Deliver annual face-to-face workshops to students and student leaders living in UQ-affiliated colleges and residences on: <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 associated reporting pathways</li> <li>• Responding to disclosures of sexual misconduct; and</li> <li>• Support and reporting options at UQ and within residential accommodation.</li> </ul>	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 at UQ.	<p><b>Phase 1:</b> Deliver training to residential colleges and purpose-built accommodation. Engage with colleges that do not currently receive UQ Respect training to deliver training to them from 2025.</p> <p><b>Phase 2 onwards:</b> Continue delivering training to all residential colleges and purpose-built accommodation.</p> <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>	1-3	NAP action 2 and 4, NC 4 and 7	<b>Primary:</b> Residential Colleges and UQ Res <b>Supporting:</b> UQ Respect	x	x	
	4.2.4 Offer biannual training opportunities to students within UQ Sport and UQ Union clubs and societies that may include: <ul style="list-style-type: none"> <li>• Drivers of gender-based violence</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 associated reporting pathways.</li> <li>• Responding to disclosures of sexual misconduct; and</li> <li>• Support and reporting options at UQ, UQ Sport and within the UQ Union.</li> </ul>	More student clubs and societies are engaging with UQ Respect training opportunities.	<p><b>Phase 2:</b> UQ Union work with UQ Respect to organise and deliver regular training for club and society members, with 85% of clubs and societies are engaging with UQ Respect for training by February 2026.</p> <p>An increase in students self-identified confidence to gain consent, to intervene in a situation of inappropriate behaviour and knowledge of where to find support and reporting information at UQ.</p>	2	NAP action 2, NC 4	<b>Primary:</b> UQ Union, UQ Sport <b>Supporting:</b> UQ Respect	x	x	
	4.2.5 Role directed appropriate training for all staff offered and taken up, that covers: <ul style="list-style-type: none"> <li>• Understanding and identifying sexual misconduct in a workplace context</li> <li>• Utilising a trauma-informed approach to provision of information and support.</li> <li>• Structural drivers of gender-based violence</li> <li>• Employer and employee responsibilities.</li> <li>• Ethical bystander interventions</li> <li>• Diversity and intersectionality.</li> </ul>	Increased number of staff with understanding of the impacts of Sexual misconduct and how to respond to disclosures appropriately.	<p><b>Phase 1:</b> Increase promotion of training for relevant roles.</p> <p><b>Phase 2:</b> Increased attendance at sexual misconduct related training by 30% by the end of 2025.</p>	1-2	Knowledge GPI 3, NC 4	<b>Primary:</b> HR	x	x	
4.3 Increase the capacity of student services providers and HR to provide safe, inclusive support to LGBTQIA+ students and staff.	4.3.1 Deliver a LGBTQIA+ specific violence awareness and prevention campaign, that raises awareness around: <ul style="list-style-type: none"> <li>• Structural drivers of violence perpetrated against members of the LGBTQIA+ community.</li> <li>• Barriers to reporting and accessing support.</li> <li>• LGBTQIA+ specific support services available to members of the UQ community.</li> <li>• Types of violence experienced by LGBTQIA+ people.</li> <li>• Dating app facilitated violence; and</li> <li>• The impact of power dynamics on consent.</li> </ul>	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. There is an increase in awareness and understanding of LGBTQIA+ specific support services available.	<p><b>Phase 1:</b> Continued delivery of the campaign to the UQ community.</p> <p><b>Phase 1-2:</b> Conduct the evaluation of the campaign.</p> <p>Evaluation demonstrates that the campaign led to improved knowledge, attitudes, and self-efficacy in relation to violence experienced by LGBTQIA+ communities. A 50% increase in participation in LGBTQIA+ specific violence prevention initiatives.</p>	1-2	NAP action 2	<b>Primary:</b> UQ Respect, Ally Network <b>Supporting:</b> UQ Ally Network, HR	x	x	

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
4.3 Increase the capacity of student services providers and HR to provide safe, inclusive support to LGBTQIA+ students and staff continued.	4.3.2 Deliver training to frontline staff on safe and LGBTQIA+ inclusive service provision.	Comprehensive, inclusive, trauma informed training for staff is available and accessed.	<b>Phase 1-2:</b> Develop training and begin targeted promotion to staff for whom it is particularly relevant to their role. <b>Phase 2-3:</b> Promote training to wider staff cohort.  Increase in the number of frontline staff and managers completing appropriate training.	1-3	Knowledge GPI 3 and 4, NC 5	<b>Primary:</b> HR, Ally Network <b>Supporting:</b> UQ Respect			x
	4.3.3 Ensure information on providing support and information to LGBTQIA+ folk is included in training for HR and people managers.	Development of a resource for staff on providing support and information to LGBTQIA+ folk. Inclusion of LGBTQIA+ specific support and information in sexual misconduct training.	<b>Phase 1:</b> information is incorporated appropriately, and staff report an increased confidence in providing information and support to LGBTQIA+ folk.	1	Knowledge GPI 3 and 4	<b>Primary:</b> HR, Ally Network <b>Supporting:</b> UQ Respect		x	x
4.4 Increase community capacity to respond to harmful and discriminatory behaviours	4.4.1 Deliver a campaign increasing understanding of ethical bystander interventions for staff.	Staff have greater understanding of the impacts of harmful and discriminatory behaviours and their role in fostering a safe, respectful, and inclusive workplace.	<b>Phase 2:</b> the campaign is developed in consultation with staff and rolled out to all organisational units by January 2026. 15% increase in staff reporting that they believe UQ has an inclusive culture through the UQ Pulse Survey.	2	NAP action 2, NC 4	<b>Primary:</b> HR		x	
	4.4.2 Increase staff awareness of, and engagement in Ethical Bystander, Sexual Misconduct Prevention and Response, Bullying and Harassment and Unconscious Bias Training.	Staff are aware of the training available to them, and managers are supportive of staff attendance at these training sessions.	<b>Phase 1:</b> Increased promotion of training to staff and how it is relevant for them in their roles.  A 30% increase in the number of staff attending Ethical Bystander, Sexual Misconduct Prevention and Response, Bullying and Harassment and Unconscious Bias training by 2025. A 25% increase in staff reporting their organisational unit demonstrates a commitment to social responsibility through the UQ Pulse Survey.	1	NAP action 2, NC 4	<b>Primary:</b> HR		x	
4.5 Training and education materials are regularly reviewed and updated.	4.5.1 All training materials for the UQ community are informed by experts and community and adapted in line with new evidence and legislation changes.	Training materials are created and reviewed in collaboration with subject matter experts with ongoing consultation with the UQ community.	<b>All phases:</b> Training is responsive to changes in best practice and legislation that demonstrates effectiveness in shifting attitudes towards gender equality and confidence to intervene in situations and support peers after the fact.	1-4	NC 4	<b>Primary:</b> UQ Respect <b>Secondary:</b> HR	x		
	4.5.2 Evaluation is embedded into all training, with feedback regularly received from participants and incorporated where appropriate.	All training materials have a feedback mechanism for participants that is utilised and reviewed regularly.	<b>All phases:</b> Evaluation is conducted regularly on all training and educational materials and delivery, with findings incorporated into future iterations.	1-4	NC 4	<b>Primary:</b> UQ Respect <b>Secondary:</b> HR	x		

**COMMUNITY ENGAGEMENT**

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
5.1 Ensure that contractual agreements with external parties include information on the university's expectations and responses to sexual misconduct.	5.1.1 Sexual misconduct is addressed in contractual arrangements with third-party contractors, sub-contractors, placement providers, donors etc.	UQ clearly articulates it's no-tolerance position on sexual misconduct with partner organisations and individuals.	<b>Phase 3:</b> All new contracts with external parties include a section on sexual misconduct, UQ's position on it and what actions may be taken in the event it occurs by December 2026.	3	NC 2	<b>Primary:</b> Legal Services		x	
	5.1.2 Develop policies for agreed common actions with relevant parties, for responding to sexual misconduct, to allow the best outcomes for UQ staff and students.	Work with relevant parties (such as clinical placement providers) on what actions will be taking in the event of an incident of sexual misconduct.	<b>Phase 3:</b> There is a consistent agreed upon response to sexual misconduct across UQ and its external associated organisations by December 2026.  Students and staff can easily locate and understand the response policies.	3	NC 2	<b>Primary:</b> Legal Services		x	x

Action Area	Deliverable	Outcome	Outcome Indicator	Phase	Alignment to NAP item/ NC item/GPI	Accountability	Domain		
							1	2	3
5.2 Increase the engagement and participation of men in sexual misconduct prevention initiatives.	5.2.1 Increase the visibility of positive male role models through the Respect Champions Network.	Increase in male engagement in the Respect Champions network as well as sexual misconduct training and events.	<b>Phase 2:</b> Members of the Respect Champions are recruited, with at least 50 members being male-identifying students and/or staff by 2026. One of the Executive Respect Champions is male identifying.	2	NAP action 2	<b>Primary:</b> UQ Respect <b>Supporting:</b> VC Advisory Committee, HR	x		
	5.2.2 Deliver a prevention campaign targeted at men and men as positive role models across the UQ community.	Engagement of men across the UQ community with the campaign. Visible positive role modelling of behaviour and challenging inappropriate behaviour.	<b>Phase 2:</b> Develop a prevention campaign aimed at engaging men as positive role models in collaboration with key stakeholders, such as UQ Sport. <b>Phase 3:</b> Deliver the campaign to the UQ community.  Positive engagement of men with the campaign.	2-4	NAP action 2	<b>Primary:</b> UQ Respect <b>Supporting:</b> HR	x		
5.3 Increase overall UQ community engagement with sexual misconduct prevention and education initiatives.	5.3.1 Hold a biannual event engaging with external stakeholders and UQ community with the aim of increasing active community participation in sexual misconduct prevention initiatives.	Increase awareness of support services available. Increase community participation in sexual misconduct prevention initiatives.	<b>All phases:</b> Organise two key community engagement events per year and maintain strong engagement with community stallholders as appropriate for events.  Members of the UQ community report an increase in the level of awareness of support services available internally and externally to UQ in post-event surveys.	1-4	NAP action 2	<b>Primary:</b> UQ Respect		x	