Whole-of-Organisation Gender-Based Violence Prevention and Response Plan and Outcomes Framework

Provider name:	The University of New South Wales
Higher Education Principal Executive Officer name and position:	Professor Attila Brungs, Vice-Chancellor & President
Plan period:	1 January 2026 to 31 December 2029

Acknowledgment of Country

UNSW respectfully acknowledges the Bidjigal, Biripai, Dharug, Gadigal, Gumbaynggirr, Ngunnawal and Wiradjuri peoples, on whose unceded lands we are privileged to learn, teach and work. We honour the Elders of these Nations, past and present, and recognise the broader Nations with whom we walk together. UNSW acknowledges the enduring connection of Aboriginal and Torres Strait Islander peoples to culture, community and Country.

UNSW acknowledges the strength, dignity and resilience of Aboriginal peoples, who continue to uphold deep knowledges of healing, kinship and care in the face of colonisation, institutional abuse, systemic racism and injustice. These histories have created a legacy that includes intergenerational trauma and experiences of gender-based violence, yet they also speak to enduring cultural strength and collective determination to restore safety, balance and wellbeing. Recognising and responding to these truths is essential to building systems of care that honour Aboriginal ways of healing and uphold the right of every person to live free from violence.

Recognition of lived experience in the UNSW community and beyond

UNSW thanks all those who contributed to the development of this Whole-of-Organisation Gender-Based Violence (**GBV**) Prevention and Response Plan (**Plan**) and Outcomes Framework. We know that many involved have their own experiences of gender-based violence, and the effects of gender-based violence extend to families, friends, workplaces and communities.

Each individual's experience is different. The knowledge contributed by our UNSW students and staff has been fundamental to this work. We acknowledge the resilience of those affected by gender-based violence.

CRICOS Provider Code 00098G

1. Statement of commitment

A Message from the Vice-Chancellor & President

At UNSW, we hold a profound responsibility to ensure that all members of our community – students, staff, and partners – can learn, work, and thrive in an environment that is safe, respectful and inclusive. Gender-based violence is unacceptable. It stands in direct opposition to the values we uphold as a civic institution dedicated to advancing education, research and positive societal impact.

UNSW contributes to this broader societal change in three ways – by making our university a safe learning and working environment; by leveraging our tremendous research expertise to the issue of gender-based violence; and through teaching and graduating around 10,000 students each year who then go out into workplaces, communities, and broader society, and change things for the better through their attitudes, their actions, and their leadership.

UNSW has a history of high impact work here, informed by our Gendered Violence Research Network and continued partnerships with students and staff. This whole-of-organisation plan, and its implementation, represents an opportunity to build on this strong foundation, so that every one of our students and staff is effectively supported when they need support, including where experiences of gender-based violence occur beyond our campuses, online or in broader community and domestic contexts.

It is not just a document; it is a commitment to action. We will strengthen our prevention activities and bring our education excellence and academic expertise to bear on this issue in partnership with our student representatives and community. Our responses to incidents will be timely, compassionate, and accountable. Our approach is informed by evidence, guided by best practice, and shaped by voices of those with lived experience.

Cultural change requires sustained effort and trusted relationships. We will work across faculties and divisions, and with our diverse student and staff bodies, to ensure that we are effective. We will invest in education and training, improve reporting pathways and experiences, and provide comprehensive support for people who are affected by gender-based violence. We will hold ourselves to high standards of transparency and improvement, regularly reviewing our progress and sharing outcomes with our communities.

Our whole-of-organisation plan can and should evolve over time, and continued community engagement and input will be crucial to this. Implementation of the plan, including our progress against the outcomes and actions that we are committed to, will form part of regular reporting to the university's leadership and to our Council, as well as to the Commonwealth Department of Education.

Together, we can create a university which is more supportive, respectful, and effective in ensuring the safety and wellbeing of students and staff, and which accelerates broader societal and cultural change.

A message from the 2025 Gendered Violence Student Reference Group

The Gendered Violence Student Reference Group (**GVSRG**) includes 16 diverse students across undergraduate, postgraduate, and research programs. We meet twice a term to provide input on UNSW's approach to preventing and responding to GBV.

The GVSRG was formed in response to recommendations from the previous Stop. Empower. Support Strategy. Our work is just one part of a broader effort to ensure student voices are heard in shaping UNSW's approach to GBV. Through this group, we are provided with the opportunity to collaborate with staff working in this space and contribute to decisions that influence the university's priorities.

Why this matters to us:
For decades, student advocates and victim-survivors have advocated for better prevention and response mechanisms in higher education. Their efforts helped shape the 2025 National Higher Education Code to Prevent and Respond to Gender-based Violence, a landmark achievement that highlights work in progress from universities.

University life presents unique risks for GBV, including shared living environments, social events, and new relationships. For instance, the 2021 National Student Safety Survey found that 1 in 6 survey respondents experienced sexual harassment and 1 in 20 experienced sexual assault since starting university. These figures emphasize the need for strong prevention, education, and support mechanisms.

UNSW's Whole-of-Organisation Plan (2025–2029) will be supported by...

- **Commitment to Ongoing Engagement:** We're proud to be part of this work but we recognise that our 16 voices represent only a fraction of UNSW's 80,000 students. Continuing to involve diverse student voices and lived experiences in shaping future iterations of the plan.
- **A Clear, Inclusive Definition of GBV:** Ensuring the definition reflects diverse experiences, including those of LGBTIQA+ students, cis and trans men and women and non-binary and gender diverse people, and acknowledges intersecting factors such as racism, ableism, transphobia, classism and other forms of discrimination and/or social injustices.
- **Transparent Reporting Processes:** Providing clarity on what happens after a report is made, including timelines, outcomes, and support options. Transparency builds trust and encourages reporting.
- **Training for Staff and Students as Active Bystanders:** Delivering training that empowers the UNSW community to challenge disrespectful behaviours and ensure a safe, inclusive culture.
- **Innovative, Evidence-Based Responses:** Considering restorative practices and other evidence-based approaches that have shown success internationally. We acknowledge that GBV often occurs within familiar relationships involving, for example, partners, classmates, supervisors, colleagues, or others we interact with regularly, so we need alternative responses that take the situation into account and focus on the needs of people affected.

Our Vision:
We want UNSW to be a place where everyone feels safe, included, and supported. If someone reports an experience of GBV, they are met with care tailored to their unique circumstances. Together, we can create a campus where GBV is actively prevented, and those affected receive the assistance they need.

Written by some members of the Gendered Violence Student Reference Group

2. Provider overview

Provider Overview
The University of New South Wales (UNSW) was established under State legislation in 1949.

Student profile

Total students: 82,272 Source: UNSW's 2024 Annual Report & UNSW Planning and Performance Student insights	
Gender*	54% (44,906) male students, 46% (38,291) female students, <1% (115) another term
Age	49% (41,214) aged 21-25, 24% (19,678) under 21 years old
Citizenship and Country of origin	53% (43,839) domestic students from the diverse Australian community, 47% (38,433) international students from more than 140 countries. Of international students, 34% (28,235) are from China.
Enrolment type	50% undergraduate (41,298 students), 43% postgraduate (33,105 on campus; 2,385 online), 5% Higher Degree Research (4,425 candidates), 2% Non-Award Programs (2,610).
Socio-economic background indicators	UNSW supports access to students from underrepresented schools through initiatives such as the Gateway Admission Pathway, which enables nearly 25% of new undergraduates to join from schools typically underrepresented. Student demographic data is reported to the Department of Education via TCSI, and the Department verifies equity status in its statistical reporting.

Staff profile

Total Staff: 8,318 (7,647 full-time equivalent) Source: UNSW's 2024 Annual Report, data as of 31 March 2024				
	Male*	Female*	Other*	Total
Academic Staff	57% (2,072)	42% (1,521)	<1% (17)	3,610
Professional Staff	35% (1,631)	65% (3,067)	<1% (10)	4,708

**All three categories likely include some transgender men and women, as well as non-binary and/ or gender diverse people who currently only have the 'Other' as an option to describe their gender. UNSW is working to upgrade its data collection systems to enable more inclusive gender reporting, in line with TCSI requirements and ABS updates.*

UNSW operates across locations in New South Wales and the ACT, including:

- Kensington (main campus)
- Randwick
- Paddington
- Canberra (ADFA and City Precinct)
- Albury
- Wagga Wagga
- Port Macquarie
- Coffs Harbour
- Griffith
- Liverpool (Study Hub) in development.

Courses are delivered in face-to-face, online, and hybrid formats, with over 52,000 online unit enrolments in 2024 across our Faculties:

- Arts, Design & Architecture (ADA)
- Business
- Engineering
- Law & Justice

- Medicine & Health
- Science
- UNSW Canberra

Student life is supported by UNSW through its relationship with Arc, a student-led student organisation. Arc supports more than 350 clubs and societies, contributing to student engagement and campus life.

UNSW provides student accommodation including:
- 8 residential colleges it owns and operates
- 5 affiliated colleges, all on the Kensington campus

Together, these offer around 4,000 beds. Significant upgrades and increased capacity are a crucial part of UNSW's campus infrastructure plan.

UNSW Canberra has a distinct operational arrangement that reflects its longstanding partnership with the Australian Defence Force Academy (**ADFA**).

UNSW Canberra delivers academic programs to Australian Defence Force (**ADF**) trainee officers, under a formal agreement with the Department of Defence. This includes undergraduate education within a tri-service military training environment, as well as postgraduate programs that support the professional development of Defence personnel.

Residential arrangements at ADFA differ from other UNSW accommodation; living-in accommodation (**LIA**) is provided by Defence, as part of service-related housing benefits. UNSW does not own, manage, or control this accommodation.

LIA is not considered an affiliated student accommodation provider under the Code.

These distinctions mean UNSW Canberra operates in a Defence-managed setting, with academic delivery integrated into military structures, and residential services managed externally by Defence.

Whole-of-Organisation Scope

UNSW's whole-of-organisation scope includes all:
- Students
- Staff (including contractors, sub-contractors, their respective employees, volunteers, and labour hire workers)
- Faculties, Divisions, Schools, and offices
- UNSW locations and owned accommodation

UNSW recognises that gender-based violence may occur beyond university-controlled settings. Where such experiences affect our students or staff, UNSW is committed to responding with appropriate support whether incidents occur on-campus, off-campus, online, during placements, or in family or domestic contexts. This commitment is reflected in ongoing awareness campaigns and supporting materials.

The Whole-of-Organisation Gender-Based Violence Prevention and Response Plan (**Plan**) and Outcomes Framework covers UNSW-affiliated accommodation providers, Arc, and other third parties delivering services to the UNSW community.

3. Planning, engagement and evidence

UNSW's Plan and Outcomes Framework has been informed by organisational and student contributions at many levels, as well as internal and external subject matter expertise, coordinated by UNSW's Safer Communities team.

To establish evidence contributing to development of the Plan, our intent was to understand the impact and effectiveness of work to-date, developing a deeper understanding of systemic risks, enablers and barriers to GBV prevention and response at UNSW. Gathering evidence from stakeholders also supported organisational engagement with the requirements of the Code.

Areas of focus have included **reviewing** the implementation of UNSW's previous *Stop.Empower.Support* Strategy and Action Plan 2022–2025 (**Strategy and Action Plan 2022-2025**), to seek feedback and highlight areas of strength and improvement; and, importantly, a gap analysis in 2025 of UNSW's current activities **against the requirements of the National Code**.

Specific activities included:

- **Analysis of feedback** from students and staff about the existing Strategy and Action Plan 2022-2025, gathered from:
    - **Interviews** with Gendered Violence Research Network members. GVRN is an established network of academic staff who research gender-based violence prevention and response.
    - **Survey** with Faculty-based Equity, Diversity and Inclusion representatives, who support equity and inclusion activities within Faculties.
    - Desktop **review** by two Gendered Violence (GV) Student Reference Group members, **assessing** implementation from a student perspective.
- **Review of quantitative UNSW data** on GBV incident reports, collated monthly and reported annually to Council in the Gendered Violence Annual reports, published on our website.
- **Review of** meeting minutes from **key governance groups and committees**:
    - GV Student Reference Group; in 2025, this group represents diverse student cohorts, including students who are female, male, non-binary and gender-diverse; undergraduate, postgraduate and Higher Degree Research (**HDR**); LGBTIQA+ students; international and domestic; students living in campus accommodation.
    - Subject-matter expert staff group; comprising researchers in GBV; leadership and staff from organisational areas with high involvement in GBV prevention and response
    - Gendered Violence (**GV**) Risk and Review Group; comprising staff engaged directly in responding to disclosures and complaints, with representatives also from UNSW Legal and Risk teams.
- **Gap analysis interviews** with operational area leads, identifying current activities and additional actions required by the National Code
- Organisational risk **assessments** conducted by the GV Risk and Review Group
- **External evidence** review, including the National Student Safety Survey 2021; Respect@Work Report (Australian Human Rights Commission, 2020), The RedZone (End Rape on Campus,), Change the Course (Australian Human Rights Commission, 2017), On Safe Ground (Australian Human Rights Institute, 2017).
- Design feedback and **evaluation data** from 2025 student-focused communications campaign
- Student **engagement** activities and evaluation of activities in SEXtember 2025
- **Personal reflections** from two GV Student Reference Group members on their experience accessing support services at UNSW

- **Analysis** of Staff Insight and Pulse Surveys from 2023-2024 for any reference to GBV and related issues
- **Policy feedback** gathered in development of new GBV Policy
- **Consultation** with university leaders, including on strategy and resourcing to drive whole of organisation change as a core responsibility of UNSW.

Content of the Plan and Outcomes Framework was informed by these activities, as well as:

- **Co-design** workshop with combined Student-Staff Subject Matter Expert groups, to develop vision statements and outcomes, drawing on UNSW's existing strategy
- More than 200 feedback items on the draft document
- **Guidance** on the whole-of-organisation approach required by the National Code, released by the Department of Education on 24 October 2025.

The findings from these activities add to our evidence base. Collectively, they will guide UNSW's work over the next four years, including our actions in 2026.

UNSW-specific systemic risk summary

Identification of systemic risks at UNSW has been especially important to identify immediate priorities.

- UNSW's size and complexity present a challenge, particularly when broad approaches to awareness raising and education need to respond to local contexts. For example:
    - Gender distribution varies significantly between Faculties; 75% of Faculty of Engineering students are male, compared to 34% in the Faculty of Arts, Design and Architecture (2024 enrolments).
    - Different campus locations and organisational areas maintain local communication channels, with varying levels of connection to centralised channels. This can lead to different approaches to support across locations.
    - Delivering inclusive, engaging content is essential but it can be challenging to communicate comprehensively to a large and diverse community.
    - Arrangements for contractors, volunteers and Affiliated Organisations are currently often managed locally, creating complexity in identifying ownership and embedding consistent approaches to managing GBV-related risk.
    - Student accommodation provision is not uniform, and student accommodation is a high-risk area for gender-based violence.
- UNSW educated around 18,000 female international students in 2024.
    - External research and internal reporting indicate that women-identifying international students are at increased risk of experiencing intimate partner violence, compared with their domestic counterparts. This informs priorities for student support (including resourcing) and awareness activities.
- Staff training needs are complex, given the size of the organisation and diversity of activities.
- Organisational responses to disclosures (beyond support) have focused resources within student and staff conduct teams.
    - Feedback from students has identified a desire for increased access to diverse types of organisational response to incidents, including restorative or other approaches that focus on accountability and culture change.
- Bystander intervention content has formed part of training for staff and students. Feedback indicates this may have unintended consequences.
    - There is a tension between individual responding, informed by individual knowledge and capacity, and the organisation providing consistent processes and consequences.
    - Education on bystander action must be balanced by communicating that coordinated and consistent responses require referral to specialist support within UNSW.

- UNSW plans to increase student accommodation which given it is a high-risk area requires strong leadership and governance, close monitoring and appropriate management.

UNSW-specific barriers to effective gender-based violence prevention and response include:

Cultural and organisational change

- Top-down approaches *per se* are not sufficient to drive cultural change, and local commitment is needed as well. The size and complexity of UNSW can present challenges for the visibility of senior leadership commitment.
- Whole-of-organisation coordination is essential for implementation. All areas need knowledge and capability to support GBV prevention and response within their local contexts and locations. Effective change cannot be driven by a single area.
- Structures and programs can be inconsistently implemented and not embedded locally; roles and responsibilities supporting implementation can be unclear (to staff and to disclosers) and may not support local embedding.
- Communication and visibility; there can be inconsistent awareness of planning and initiatives, with clear guidance needed for students, staff and leaders about their roles and responsibilities.
- Varying levels of UNSW control across accommodation settings can make consistent prevention and response more complex. UNSW has high control in owned and operated accommodation, moderate in affiliated providers and low in purpose-built student accommodation (PBSA). These differences require tailored actions and coordination.

Disclosing

- Students and staff have varying levels of knowledge about what happens if they disclose.
- To maintain privacy and confidentiality, responses to individual disclosures are not generally visible to staff or other students. This can result in a perception that nothing was done, and a distrust in disclosing.

Knowledge and training

- Approaches to development, design and evaluation of GBV training and education, implemented in different organisational areas differ in focus and delivery, reflecting varied contexts, local knowledge and community needs.
- Delivering education and awareness at scale can be in tension with locally relevant, contextualised needs across diverse student and staff communities.
- UNSW staff awareness of their role and responsibilities in responding to GBV incidents varies. This can result in delays responding to disclosures, and missed opportunities for organisational learning.
- Training for staff and student leaders, who may be more likely to receive disclosures because of their role, is not consistently built into induction programs.
- Reliance on external providers can affect education delivery.
- Building confidence and capability is required to deliver trauma-informed, consistent responses to disclosers, particularly in relation to staff matters, and in the context of Code requirements.

Data and impact

- Data collection and evaluation rely on multiple teams with quite different responsibilities. There is an opportunity to streamline data collection to better support those affected, to reduce work demands on cross-functional teams, and simultaneously strengthen the evidence base. This will also assist with regular reporting.
- Evaluation of service experience, education and other activities has focused on attendance and completions. Exploration of other impacts is needed.

- There are gaps in information about GBV incidents in certain settings (for example, student accommodation) and across some cohorts (for example, students identifying as trans or non-binary; younger women; and non-binary teaching staff). These gaps could arise for several reasons, such as individuals not seeking support through UNSW services, not reporting online, or limitations in the data collected when they do seek support or report.
- UNSW has no visibility over incidents reported directly to NSW Police, or other agencies that could be providing support to individuals affected by GBV for an incident that occurred in a university context.
- National Student Safety Survey data, while important, could be improved to better support prevention activities.

UNSW-specific enablers include:

Subject matter expertise

- UNSW is fortunate to host the Gendered Violence Research Network and Australian Human Rights Institute, leading interdisciplinary research and sector informing policy, practice and institutional change. UNSW academics are part of the new Research Advisory Group recently established to support better understanding of effective prevention and response to Domestic and Family Violence in NSW.
- UNSW provides dedicated trauma-informed support for students and staff impacted by GBV. Specialist staff currently comprise of 4 staff. One role is dedicated to staff support. The remaining roles work within the Gendered Violence Response Team supporting students and members of the public.

Organisational commitment and transparency

- SEXtember, Respect Week, and Diversity Festival are whole of community programs which challenge harmful norms and encourage respectful relationships. They have had increasing engagement and turnout each year.
- UNSW Gendered Violence Annual Report, established since 2020, includes information about reports received, response to reports, education completions, events and activities in various settings including student accommodation. The Annual Report is a visible, ongoing commitment to organisational transparency.
- Several current projects have in-scope improvements related to GBV prevention and response, including student accommodation, contractor management and induction, mandatory and role-based staff training, and updates to complaint handling policies and procedures, to further refine and improve these activities.
- A social marketing campaign implemented in 2025 increased awareness of the Gendered Violence Portal and support at UNSW. Evaluation showing significant increases in awareness, knowledge and preparedness to act by students.
- UNSW Code of Conduct and Values in Actions are a set of shared behaviours for the UNSW community – respect, excellence, innovation, diversity and collaboration – embedded across recognition and reward systems, recruitment, and leadership development, to bring the university's values to life in daily interactions.
- Our Staff Insight Survey incorporates psychosocial risk lead indicators, improving capacity to identify any areas at increased risk of workplace sexual harassment.

Student engagement

- Established student engagement in GBV provided by GV Student Reference Group (established 2023; paid roles), and Students as Partners Consultative Group (paid). The Student Reference

Group's structure and purpose were shaped by student feedback to ensure it reflects their priorities and provides a safe, meaningful way to contribute.
- Significant student engagement provided by Students Representative Council, Postgraduate Council, and Arc Board.
- Students play a significant role in the development of SEXtember and Respect Week events. For example, SEXtember planning includes student input to shape themes and events.
- Student-led activities (in addition to events) include consent education: a video discussing consent and SRC working with male athletes and student leaders to create consent conversations.

Knowledge and training

- Numerous education activities available to UNSW students and employees, many of which include specific information on appropriate leadership or collegial behaviours and values. Mandated education available includes Respectful behaviour and preventing gendered violence with 97% of commencing students completing the module in Term 3, 2024, reflecting strong engagement.
- Specific education for students focuses on cohorts (student leaders and athletes) and the student journey (students doing work integrated learning).
- Consent and respectful relationships education in UNSW-owned colleges, including pre-arrival online modules, in-person workshops for first year and returning residents, and a bystander intervention training for student leaders. Programs are co-designed by residential students and external partners and delivered by trained facilitators.
- Pilots of bystander education for HDR students, and first year Medicine students.
- Targeted education available to staff includes bystander training, HDR supervisor training, and responding to students in distress training.
- Refresher training for all staff, implemented from 2025, includes content on GBV and bystander skills.
- Training on trauma-informed investigations and GBV piloted and implemented for relevant student and staff conduct investigation teams.

Established and effective support systems

- Gendered Violence Portal supports anonymous or named reporting, with inbuilt access to acute and other support services for students and staff. Encrypted message board allows contact with anonymous reporters
- Specialist support services for students in the Gendered Violence Response Team, providing holistic, trauma-informed emotional support, case management and advocacy for students disclosing experiences of GBV, and assisting members of the public with referrals and information about complaint making.
- Staff specialist support from the Psychosocial Case Manager, Safer Communities.
- Increased reports in 2025 are due to changes in student disclosure handling, and social marketing campaign, designed to increase awareness (and therefore reporting) of this issue. Increased reporting has supported better understanding of student and staff discloser needs.
- Monthly support meet-ups on campus through a partnership between The Survivor Hub and the Gendered Violence Response Team.

4. Approach

Lessons Learned to Date

UNSW's Approach to Preventing and Responding to Gender-Based Violence

UNSW has a strong history of action to prevent and respond to sexual misconduct since 2016, led by the Gendered Violence Response Network. GVRN initiated key developments including policy, strategy and action plans, implementation of the Gendered Violence Portal (supporting anonymous reporting), provision of support and referral for UNSW community members affected by GBV, and student and staff education programs. Many of these initiatives are listed in this Plan as Enablers.

In 2022, GVRN recommended that UNSW expand its approach to include all forms of gender-based violence (GBV), which led to the *Stop.Empower.Support* Gendered Violence Strategy and Action Plan 2022-2025. This shift modelled an important culture change whereby UNSW promoted an active path toward the elimination of GBV at UNSW, built on an inclusive, intersectional vision for gender equity. *Stop.Empower.Support* laid a foundation for each person and group or team at UNSW to examine their own beliefs and behaviours, gain new perspectives and play a role in eliminating GBV on campus and in broader society. Key initiatives included institutional policies, strategies, and action plans; implementation of a new anonymous online reporting portal through CaseIQ; provision of GBV response services for students and staff, and delivery of education programs across the university community.

In 2024 and throughout 2025 UNSW began preparing for the National Code. Engagement with students and staff during the development of the new Plan and Outcomes Framework confirmed strong support for continuing the *Stop.Empower.Support* vision and guiding principles. In particular, our guiding principle of "Look for impact" (See Appendix A) continues to drive what and how we develop new education, training and services for GBV prevention and response at UNSW. The new National Code provides the higher education sector with shared standards and guidelines for GBV prevention and response work, including evaluation. These offer a valuable basis for how we "look for impact" to best achieve positive change. By using contemporary research, best-practice models, inclusive community consultation and co-design principles, trauma-informed and person-centred methods and holistic evaluation practices, UNSW's approach to GBV work is evidence-informed, responsive and inclusive. The Plan and Outcomes Framework retain this vision, while incorporating refinements informed by experience and feedback (See Appendix 1). More detailed information about what we learnt from previous efforts, including under the previous Strategy and Action Plan 2022-2025, can be found in the Systemic risks, barriers and enablers section.

A key learning from review of the previous Action Plan was that describing desired actions with some detail provides clarity and supports implementation. In developing actions for this Plan and Outcomes Framework, we addressed this by striking a balance between providing sufficient detail about the work required for implementation, without information becoming overly complex and detailed. This approach supports clarity, accountability and flexibility, enabling effective implementation and ongoing refinement.

This history and preparation positions UNSW to deliver a whole-of-organisation response to GBV, one that is aligned with the National Code and informed by evidence, stakeholder engagement, and a commitment to continuous improvement.

Preparing for Implementation of the National Code

Key actions to prepare included:

1. Gap analysis

    - UNSW undertook gap analysis activities to assess readiness for the National Code, involving more than 20 organisational areas. Findings from gap analysis informed the activities described below.

2. Establishing Oversight and Accountability

    - Code Steering Committee, comprising senior leaders, established to oversee implementation, address barriers, and ensure coordinated progress.

    - Aligned reporting of GBV programs to UNSW's Equity, Diversity, Inclusion, Sustainability and Governance (EDI SG) Board, to ensure alignment with gender equity, and inclusion initiatives more broadly.

    - Updating terms of reference and membership of UNSW Council, to ensure appropriate expertise.

    - Gendered Violence Student Reference Group continues to ensure student voice and lived experience informs UNSW prevention and response programs.

3. Strengthening Governance, Policies and Processes

    - Whole-of-Organisation Gender-Based Violence Prevention and Response Policy developed.

    - Complaints and Investigation Policy and Procedure updated and aligned with Code requirements.

    - Reviewed and updated relevant policies and processes to reflect National Code requirements. Specific action included implementing disclosures of GBV allegations or findings during recruitment, awareness-raising regarding current conflict-of-interest declarations for intimate personal relationship disclosures, auditing Working with Children policy and processes, review of Academic promotions policy, updating contractor and procurement processes.

4. Resourcing additional capability

    - Four new specialist staff roles recruited to support UNSW's further action:
        - Education and training lead, to tailor prevention and response training to the needs of diverse cohorts, and support specialist training for trauma-informed, person-centred practice.

        - Service process development lead, to support teams across UNSW to provide consistent service experiences, and establish contextually appropriate risk assessment, safety planning and monitoring practices.

        - Trauma-informed investigations lead, to support existing investigations staff to adopt new approaches and systems.

    - Evaluation and reporting lead to develop approaches to measure impact, supporting continuous improvement and inform sector-wide learning.

- Specialist roles are supported by dedicated project management staff, to manage organisational change and psychosocial risks of change and increased compliance.

- Training and coaching by external subject matter experts, supporting capacity to deliver trauma-informed support and investigations to within student and staff support and complaint handling roles.

Next Steps for Implementation

UNSW's next phase will ensure that GBV prevention and response efforts are inclusive, locally relevant, and embedded. In 2026, we will continue to engage with students and staff in Faculties and Divisions in *all* UNSW locations. This listening exercise will support the refinement of the Plan and Outcomes Framework by:

- Facilitating structured conversations with diverse student and staff cohorts to understand local experiences and needs.

- Continuing to collaborate with experts, researchers, and community members to refine actions and co-design progress measures.

- Working with operational areas to continue embedding a whole-of-organisation approach into local planning and structures and processes.

UNSW recognises that the Plan and Outcomes Framework must remain responsive to external feedback and evidence, including from the Commonwealth Department of Education (DoE) and the 2026 National Student Safety Survey. To support change, it will also be important to effectively phase implementation of actions.

Proposed Phased Implementation Approach

- Phase 1: Engagement and Co-Design (Qtr. 1-2 2026)
  Conduct further listening exercises, focus groups, and co-design workshops across all UNSW locations and accommodation settings.
- Phase 2: Implementation and Responsiveness (Qtr. 1-4 2026)
  Begin delivery of actions while adapting to feedback and new evidence.
  Consider assessment requirements against proposed Outcomes Framework, aligned with DoE feedback.
- Phase 3: Monitoring and Progress Tracking (Qtr. 3 2026-4 2027)
  Report to EDI SG and UNSW Council on reports received, and progress against the Plan.
  Chancellor to submit the first report to Council, then to the DoE in June 2027.
  Assess impact against the Outcomes Framework to identify any changes that may be required.
- Phase 4: Evaluation and Reporting (Qtr. 1 2028)
  The Vice Chancellor to submit the report on progress against the Plan and Outcomes Framework to Council, and then to the DoE.
  Implement changes arising from first progress report on the Plan and Outcomes Framework.

5. Whole-of-Organisation Gender-based Violence Prevention and Response Plan

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

Action	Responsible	Timeline	Resources
1.1 Define and embed the role and responsibilities of organisational leaders and governance groups within UNSW for preventing and responding to GBV. This includes embedding responsibilities into: • Annual strategic and operational planning • Enterprise risk management framework • governance group terms of reference • organisational and/or leadership KPIs.	*Vice Chancellor & President*	*Ongoing from October 2025*	***Contributors:*** *Faculty and Division leadership* *Safety and Risk Committee (sub-committee of UNSW Council)* *Equity Diversity, Inclusion, Sustainability and Governance (EDI-SG) Board* *Code Program Steering Committee,* *Gender Equity Steering Group* ***Budget source:*** *Built into existing budget.* ***External expertise:*** *Department of Education.* ***Tools and templates:*** *RACI matrix*
1.2 Communicate the roles and responsibilities of organisational leadership and governance groups in GBV prevention and response to the UNSW community. This includes defining the roles of leadership, governance and consultative groups such as: • The Vice-Chancellor • Safety and Risk Committee of Council • Equity, Diversity, Inclusion, Sustainability and Governance Board • Gender Equity Steering Group • National Code Program Steering Committee Members • GV Student Reference Group • Gendered Violence Risk and Review Group	*Vice Chancellor & President*	*Continuing in Qtr. 1 2026*	***Contributors:*** *Faculty and Division leadership* *Safety and Risk Committee,* *EDI-SG Board* *Code Program Steering Committee,* *Governance* *Safer Communities* ***Budget source:*** *Built into existing budget.* ***Tools and templates:*** *communications plan, UNSW website, governance reporting templates, communication channels.*

Action	Responsible	Timeline	Resources
1.3 Maintain the GV Student Reference Group as a structure for student input. Strengthen its function by: • Holding joint forums with defined agendas, outcomes and participation from relevant leadership and governance representatives. • Maintain feedback loops to demonstrate how student input shapes decisions, initiatives and priorities. • Providing training and support to enable students to participate safely and effectively.	*Manager, Safer Communities*	*Effective from Qtr. 1 2026 and ongoing*	***Contributors:*** *Safer Communities Structures Lead, EDISG Board, Code Compliance Steering Committee, Governance.* ***Budget source:*** *Safer Communities supplemented budget* ***Tools and templates:*** *Orientation and training, terms of reference, feedback reporting templates.*
1.4 Co-design and establish sustainable consultation pathways for Indigenous and First Nations students and staff at UNSW, about GBV prevention and response. Establish sustainable consultation pathways for other community groups that may experience repeated requests for consultation and codesign due to requirements of the Code.	*DVC Indigenous*	*Commencing from Qtr. 2 2026*	***Contributors:*** *DVC Indigenous, Safer Communities, Nura Gili, Diversity and Inclusion, Faculty* ***Budget source:*** *Built into existing budget*
1.5 Ensure appropriate expertise in staff and student safety and wellbeing, at all levels of governance, by • Appointing a Council member to the Safety and Risk Committee, a subcommittee of the UNSW Council with appropriate expertise • Ensuring appropriate expertise within EDISG Board • Ensuring appropriate expertise within the National Code Program Steering Committee	*Director, Governance & University Secretary*	*Effective from Qtr. 1 2026 and ongoing*	***Contributors:*** *Governance, Office of Societal Transformation & Equity, Safer Communities.* ***Budget source:*** *Built into existing budget.* ***Tools and templates:*** *governance reporting systems, committee management tools and terms of reference.*
1.6 Implement the Plan and Outcomes Framework, aligning with the National Code and organisational priorities. Key components: • Submit to Council, and then Department of Education.	*Vice Chancellor and President*	*Effective from Qtr. 1 2026 and ongoing*	***Contributors:*** *Safer Communities Structures Lead, SC Evaluation lead* *Code Compliance Steering Committee, GV Student Reference Group.* *Expert working groups.*

Action	Responsible	Timeline	Resources
• Following feedback from Department, publish on the UNSW website to support transparency. • Continue to engage with students, staff and subject matter experts to refine actions and progress measures. • Establish review cycle to update content with emerging evidence and regulatory requirements.			***Budget source:*** *Within Safer Communities supplemented budget* ***External expertise:*** *Department of Education Regulatory Guidance, Universities Australia Student Safety Survey 2026, Domestic and International evidence.* ***Tools and templates:*** *Outcomes framework* *DOE guidance material and templates*
1.7 Further embed leadership accountability and capacity for identifying, monitoring and managing organisational and environmental risks related to GBV across UNSW by: • Integrating these risks into UNSW's risk appetite statement, enterprise risk matrix and relevant policies • Building on existing Level 1 and 2 Health and Safety groups to include oversight of GBV related risks • Ensuring governance bodies receive regular reporting on these risks and mitigation strategies.	*Chief Assurance Officer*	*Commencing from Qtr. 3 2025 and ongoing*	***Contributors:*** *Director Risk, Code Compliance Steering Committee, Level 1 and Level 2 Health & Safety Committees,* *Faculty, Division and Precinct leadership,* ***Budget source:*** *Built into existing budgets.* ***External expertise:*** *Department of Education Regulatory Guidance, WHS legislation.* ***Tools and templates:*** *UNSW Risk matrix, risk assessment tools in Salus Health & Safety Portal, DOE templates.*
1.8 Update and extend the UNSW Gender Equity Strategy 2024-2028 to apply to the student domain. To include: • Embedding student focused gender equity objectives into strategy planning, policy and program development. • Ensuring updated strategy reflects the lived experiences and needs of diverse student cohorts including those who are disproportionately affected by GBV.	*PVC Societal Transformation and Equity*	*Complete by 31 October 2026*	***Contributors:*** *D&I Team (responsible lead)* *Safer Communities,* *Gender Equity Steering Group* ***Budget source:*** *D&I existing budget* ***External expertise:*** *Any Department of Education Regulatory Guidance, Commission for Gender Equality in the Public Sector.*

Action	Responsible	Timeline	Resources
1.9 Clarify and establish the collaboration approach between UNSW Canberra and ADFA, to support joint prevention strategies. This includes: • Initiating dialogue between UNSW Canberra and ADFA to clarify roles, responsibilities and shared objectives in preventing and responding to GBV. • Develop a mutually agreed collaboration approach that considers distinct governance and operational contexts. • Document the collaboration approach and review it to ensure relevance, effectiveness and responsiveness to emerging risk and evidence.	*Rector, UNSW Canberra*	*Dialogue initiated October 2025, to will continue in 2026*	***Contributors:*** *Deputy Rector, Defence Contract (lead), Safer Communities Precincts Delivery Manager, UNSW Canberra defence contract team* ***Budget source:*** *To be determined* ***External expertise:*** *Director, ADFA Academic Contract* ***Tools and templates:*** *Defence Contract, Faculty Strategic Plan*
1.10 Co-design and implement approach to guide inclusive engagement practices in relation to GBV prevention and response activities across UNSW. Approach to be developed in consultation with students and staff, and will: • Define principles, resources and methods when designing, reviewing and delivering services and activities. • Provide tools and resources to support engagement, including co-design and delivery. • Support trauma informed consultation activities.	*Manager, Safer Communities*	*Commence Qtr. 1 2028*	***Contributors:*** *Safer Communities Structures lead, Diversity & Inclusion, GV Student Reference Group, Arc.* ***Budget source:*** *Built into Safer Communities budget* ***External expertise:*** *Safe & Equal The Family Violence Experts by Experience framework, IAP2 Engagement.*
1.11 Expand staffing to support action across UNSW, by recruiting: • Additional continuing and fixed-term roles within the Safer Communities team, to support National Code compliance with specialist functions in education and training, service process development, and evaluation.	*Chief Assurance and Legal Officer and Director, Enterprise Project Management Office*	*Commencing Qtr. 4 2025 and ongoing*	***Contributors:*** *Safer Communities Manager* *Code Program Manager, EPMO* *Director, Conduct and Integrity* *People and Culture.* ***Budget source:*** *new budget allocation.*

Action	Responsible	Timeline	Resources
• Newly funded project management roles, alongside existing staff who have been seconded to provide additional support.			

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

Action	Responsible	Timeline	Resources
2.1 Implement GBV related declarations into recruitment and onboarding of employees, contractors and sub-contractors, labour hire staff and volunteers, building on existing processes and relevant sector engagement. This involves developing and implementing clear policies and procedures for: • Requiring those cohorts to disclose any past or current investigations or allegations related to GBV • Assessing, documenting and managing associated risks • Alignment with Defence Industry Security Program (DISP) requirements	*Chief People Officer*	*Effective from 1 January 2026 and ongoing*	***Contributors:*** *People and Culture (Responsible lead), Faculties, Office of Assurance & Integrity (AANDI), Defence Security Manager, UNSW Accommodation.* ***Budget source:*** *Built into existing program budget.* ***External expertise:*** *Go8 Universities Community of Practice.* ***Tools and templates:*** *Recruitment and selection policy and systems, prospective employee standard declarations process*
2.2 Review and update the conflict-of-interest declarations process to ensure intimate relationships are declared (e.g. where there are supervisory, academic or decision-making responsibility). This includes: • Updated disclosure form and guidance material • Procedures for managing declared relationships • Communicating requirement to staff and supervisors.	*Chief People Officer*	*Effective from 1 January 2026 and ongoing*	***Contributors:*** *People and Culture (Responsible lead), Faculties, Office of Assurance & Integrity (AANDI), Defence Security Manager, UNSW Accommodation.* ***Budget source:*** *Built into existing program budget.* ***Tools and templates:*** *Disclosures policy and form.*
2.3 Review current university wide processes to ensure compliance with Working with Children Check (WWCC) requirements and identify and address any gaps in implementation or oversight.	*Chief Assurance and Legal Officer*	*Effective from 1 January 2026 and ongoing*	***Contributors:*** *Legal (Compliance and Privacy), People and Culture, Faculties, Office of Assurance & Integrity (AANDI), Defence Security Manager, UNSW Accommodation.* ***Budget source:*** *Built into existing program budget.* ***Tools and templates:***

Action	Responsible	Timeline	Resources
			Staff system updates may be required.
2.4 Review and update employment contracts and settlement agreements to prohibit use of non-disclosure agreements and non-disparagement clauses in GBV related settlements unless specifically request by the discloser. This includes: • Amending standard contract and settlement templates • Developing guidance for Legal and HR staff • Monitoring compliance with updated provisions.	*Chief People Officer*	*Effective from 1 January 2026*	***Contributors:*** *People and Culture, with assistance from Legal.* ***Budget source:*** *Built into existing budget.* ***Tools and templates:*** *Existing templates*
2.5 Conduct Risk workshops with representative stakeholders to develop organisational risk matrices and GBV standard operating procedures (including an escalation framework) to guide the assessment of disclosures, for investigations of GBV complaints etc. Train relevant teams on how to use the risk assessment tools, to ensure a consistent cross organisational approach	*Director, Risk*	*Commencing from Q4 2025, for implementation for 1 January 2026*	***Contributors:*** *Director, Risk and Manager, Safer Communities (Resp. Leads), all representative stakeholders from Precincts, Faculties and Divisions* ***Budget source:*** *Built into existing budget* ***External expertise****: As required* ***Tools and templates****: Consistency with enterprise risk management framework*
2.6 Continue to implement localised risk management practices to proactively identify and address organisational and environment factors contributing to GBV. This includes: • Continue organisational risk assessment survey across UNSW precincts, Faculties, and Divisions to identify context specific risks factors. • Embedding identified risk controls into operational procedures and local area plans and risk registers. • Providing targeted training and support to organisational leaders and staff to enable this work. • Share tools and resources with affiliated organisations (e.g. Arc) to support capacity to risk assess and manage activities.	*Chief Assurance Officer*	*Commencing from Qtr. 3 2025 and ongoing*	***Contributors:*** *Safer Communities (responsible lead), Safety Business Partners, Risk, Level 1 and Level 2 Health & Safety Committees, GBV Risk & Review Group, Precincts, Faculties, Divisions.* ***Budget source:*** *Built into existing budget* ***External expertise:*** *Specialist risk management consultancy (if required)* ***Tools and templates:*** *Risk assessment tools in eGRC and Salus Health & Safety Portal as relevant, organisational GBV risk assessment per above.*

Action	Responsible	Timeline	Resources
2.7 Review disclosure and accountability systems between UNSW Canberra and ADFA to ensure clear, coordinated processes for managing conflicts of interest, complaints, and safety concerns specific to the ADFA context. This includes: • Mapping current processes and identifying gaps • Developing joint protocols and escalation pathways • Establish regular review and reporting mechanisms.	*Rector, UNSW Canberra*	*Work commencing from Qtr. 1 2026*	***Contributors:*** *Deputy Rector, Defence Contract (lead), Safer Communities Precincts Delivery Manager, UNSW Canberra defence contract team, Head Student Life & Experience, P&C business partner, Estate, Safety, Security team, L2 Safety Committee* ***Budget source:*** *To be determined* ***External expertise:*** *Director, ADFA Academic Contract* ***Tools and templates:*** *Defence Contract, Faculty Strategic Plan, UNSW Canberra/ADFA student management complaints framework*
2.8 Update relevant template contractors with third parties to include disclosure obligations and mandatory training participation	*Chief Legal Officer*	*Work commencing from Q4 2025 for 1 January 2026*	***Contributors:*** *Legal (lead), with key internal clients* ***Budget source:*** *Built into existing budgets* ***Tools and templates:*** *Existing template agreements*
2.9 Assess and update procurement processes to capture disclosure of prior allegations or findings of GBV, in relation to contractors and sub-contractors engaged to provide services at UNSW. Ensure contractor management and induction processes include prevention education about GBV, and information about how to seek help in relation to a GBV incident.	*Chief Financial Officer (procurement), Chief Assurance Officer (contractor management structures) and*	*Work commenced Q4 2025 for 1 January 2026.*	***Contributors:*** *Finance, Legal, Estate Management, People and Culture.* ***Budget source:*** *Built into existing budgets* ***Tools and templates:*** *Procurement declarations, Contractor induction and training.*
2.10 Promote GBV Prevention and Response Policy to staff and students	*Vice Chancellor & President, Chief Assurance Officer*	*Promotion effective from Qtr. 1 2026.*	***Contributors:*** *Safer Communities (Structures), Governance, Gendered Violence Research Network, Student*

Action	Responsible	Timeline	Resources
Review Policy to ensure that it is clear, accessible and relevant.		*Review commencing Qtr. 1 2027.*	*Communication, Corporate Communications, GV Student Reference Group.* ***Budget source:*** *Built into existing budget.* ***Tools and templates:*** *Implementation and communications plan, gender impact assessment.*
2.11 Develop and implement an updated communications plan, developed through engagement with students and staff, that promotes consistent messaging about GBV. This includes • Clear, accessible information on available support services, whether as a person impacted or as someone causing harm • How to support someone affected • How to make a complaint	*Chief Assurance Officer*	*Commencing Qtr. 3 2025*	***Contributors:*** *Safer Communities (Responsible lead), Student and Corporate Communications, Gendered Violence Response Team, Arc, People and Culture.* ***Budget source:** Built into existing budget.* ***External expertise:*** *1800respect, ReachOut Australia.* ***Tools and templates:*** *Communications plan, UNSW website, communication channels.*
2.12 Continue to implement recommendations made by the National Student Ombudsman in relation to GBV complaints. This includes: • Documenting actions taken in response to recommendations • Reporting on outcomes, and key learnings to relevant governance groups • Any other action supporting improved transparency and accountability mechanisms.	*Chief Assurance Officer*	*Ongoing*	***Contributors:*** *Conduct and Integrity* ***Budget source:** Built into existing budget.* ***External expertise:*** *National Student Ombudsman* ***Tools and templates:*** *Complaints management system.*
2.13 Explore additional opportunities to engage male students and staff in GBV prevention. As a first step this may include: • Needs assessment to understand attitudes, experiences and engagement of male-identifying cohorts at UNSW.	*Chief Assurance Officer*	*Commencing from Q3 2026.*	***Contributors:*** *Safer Communities, Gendered Violence Research Network, Complex Case Management Team, Arc and others.* ***Budget source:***

Action	Responsible	Timeline	Resources
• Review literature and evidence on engaging men to prevent GBV • Consult to identify good practice and existing initiatives • Pilot and evaluate an initiative.			*Built into existing budgets; additional budget to be identified for pilot.* ***External expertise:*** *Our Watch | Men in focus, The Man Box 2024 study, Department of Community and Justice Project to engage young men.*
2.14 Enhance the existing safety, support and inclusion of international students, with a focus on female, trans and gender diverse students at increased risk of intimate partner violence. This includes: • Needs assessment and co-design approach to scope support and prevention initiatives informed by the lived experience of international students • Collaborating with students, the Gendered Violence Response Team (GVRT), relevant support services, and Arc to develop and pilot initiatives.	*PVC Student Success*	*Commencing Qtr. 1, 2027*	***Contributors:*** *Safer Communities, Gendered Violence Response Team (GVRT), Academic researchers, ARC.* ***Budget source:*** *To be determined* ***External expertise:*** *INVEST: Practice guide for delivering a whole-of-community response. — Safer Families Centre, Go8 SASH Working Group.*
2.15 Continue to deepen understand staff experiences of GBV and support pathways they access. Findings to inform service delivery, prevention initiatives, capability and knowledge building, and organisational improvements. This may include: • Continuing to explore experiences and barriers to disclosure. • Continuing to review evidence to identify good practice in staff focused GBV prevention and response. • Continue regular reporting to governance groups on staff related GBV trends, barriers and organisational improvements.	*Chief Assurance Officer*	*Commencing Qtr. 2 2026*	***Contributors:*** *Gendered Violence Research Network, People and Culture, Safer Communities, Health and Safety, EDI, Staff networks, Academic researchers, existing staff networks representation of diverse voices and experiences.* ***Budget source:*** *Built into existing budget.* ***External expertise:*** *Respect at Work, Our Watch, ANROWS.* ***Tools and templates:*** *Online surveys, Insight survey, Data dashboards, Case Management systems.*

Standard 3: Build knowledge and capability to safely and effectively prevent and respond to gender-based violence

Action	Responsible	Timeline	Resources
3.1 Clarify and establish a shared understanding of GBV among the UNSW community. This includes • Continuing to work with subject matter experts in the Gendered Violence Research Network to define GBV • Ensuring that groups who are disproportionately affected by GBV continue to be consulted on an ongoing basis, and confirm that the definition is relevant and inclusive. • Ensuring that students and staff continue to be consulted, and agree the definition is relevant. • Embedding this definition and understanding into relevant education, training, and communications. • Reviewing and updating materials regularly to reflect current research and best practice.	*Chief Assurance Officer*	*Ongoing*	***Contributors**:* *Safer Communities, GVRN, Legal, People and Culture, Conduct and Integrity, GV Student Reference group* ***Budget source:*** *Existing* ***External expertise:** esafety.gov.au, www.teachusconsent.com* ***Tools and templates:** Leveraging off existing from Stop.Empower.Support strategy documentation*
3.2 Develop a university-wide education framework to define approach to gender-based violence (GBV) education across UNSW locations, divisions, faculties, and affiliate organisations. The framework includes: • Designing education that is evidence based, trauma informed, addresses drivers of GBV, inclusive and tailored to local contexts and/or audiences. • Process for content development, delivery methods, learning outcomes and creating safety. • Evaluation to inform impact and improvement.	*Chief Assurance Officer*	*Work commencing from Qtr. 4, 2025 and ongoing*	***Contributors:*** *Safer Communities and subject matter expertise in GVRN.* ***Budget source:*** *Existing resource* ***External expertise:*** *Various, includes Our Watch Educating for Equality.* ***Tools and templates:*** *UNSW GBV education framework, building from Stop.Empower.Support strategy*
3.3 Develop a plan to extend bystander training to additional students and staff, guide direction and sustainability. The plan includes: • Identifying who requires the training • Strategies for scaling the program effectively	*Chief Assurance Officer*	*Work commenced in Q1, 2024 and ongoing*	***Contributors:*** *Safer Communities Education Lead* *Graduate Research School* *Faculty and Division representation* ***Budget source:*** *Supplemented resources.*

Action	Responsible	Timeline	Resources
• Integration of evaluation feedback to improve delivery.			***External expertise:*** *UNSW MATE trained facilitators MATE program licensing* ***Tools and templates:*** *UNSW GBV education framework*
3.4 Establish a project to build staff capability and engagement in GBV prevention and response. This may include: • Defining expectations for staff in GBV prevention and response, with UNSW Values in Action framework • Expand existing staff training with content tailored for academic, professional and high student contact staff. • Embed content about GBV responsibilities into induction, MyCareer conversations and leadership programs.	*Chief People Officer*	*Pending outcomes of review of staff experience.*	***Contributors:*** *Safer Communities Education Lead, SC Evaluation lead, People and Culture, Legal, Gendered Violence Research Network* ***Budget source:*** *Existing* ***External expertise:*** *To be explored* ***Tools and templates:*** *UNSW GBV education framework*
3.5 Review and refresh existing mandatory staff and student learning modules to ensure relevance and continuous improvement. This includes: • Aligning content with UNSW-specific risks and barriers • Measuring learning impact and providing feedback mechanisms for students and staff. • Collaborating with GBV prevention experts, students, staff, and disproportionately affected groups (women, First Nations people, CALD communities, people with disability, and people of diverse sexual orientation and gender identity).	*PVC Student Success (students) & Chief People Officer*	*Qtr. 1 2027 and ongoing*	***Contributors****: SC Education lead SC Evaluation lead Gendered Violence Research Network PVC SS (students) Culture and Capability (staff)* ***Budget source:*** *Within existing*
3.6 Ensure staff training for HDR supervisors includes content in relation to supervisory relationships and managing power imbalances. This includes • Reviewing and updating training materials to address effective supervision and the management of power dynamics. • Delivering targeted training to HDR supervisors	*Director, Graduate Research School*	*Commencing Qtr. 2, 2026*	***Contributors****: SC Education Lead, GRS Supervisors education team, Faculty Research leadership, HDR Supervisors* ***Budget source:*** *Within Existing* ***Tools and templates:*** *UNSW GBV Education framework*

Action	Responsible	Timeline	Resources
3.7 Integrate education on topics such as respectful relationships, consent, ethical bystander action, diversity and inclusion and power dynamic into teaching skills development. This includes • Establishing a working group to determine how to embed education into teaching skills development programs • Reviewing current programs and initiatives to pinpoint opportunities for embedding these topics.	*PVC Education*	*Commencing Qtr. 4 2026*	***Contributors:*** *Academic skills development, Faculty Academic skills development program representatives, SC Education lead, Diversity and Inclusion* ***Budget Source:*** *Existing* ***Tools and templates:*** *UNSW GBV Education framework,*
3.8 Ensure student leaders across UNSW in their various roles, students at orientation and students undergoing professional preparation receive targeted information on respectful relationships, consent, ethical bystander action, diversity and inclusion, and power dynamics. This may include • Scoping student leader roles across UNSW • Reviewing orientation and professional development programs to include relevant GBV education	*DVC ESE*	*Commencing Qtr. 4 2026*	***Contributors:*** *SC Education lead, ARC Work-integrated learning and careers, Student Athletes program, UNSW Accommodation* ***Budget Source: Source*** *Development of training may require additional resource* ***Tools and templates:*** *UNSW GBV Education framework*
3.9 Increase trauma-informed capability across UNSW Canberra and ADFA in partnership. This includes: • Deliver ongoing trauma-informed training and support to staff in student and staff facing roles • Establish joint review and reporting processes to track progress and ensure transparency • Align capability building activities with Defence specific requirements and UNSW's GBV policy.	*Rector, UNSW Canberra*	*Work commencing from Qtr. 1 2026*	***Contributors****:* *Deputy Rector, Defence Contract (lead), Safer Communities Precincts Delivery Manager, UNSW Canberra defence contract team, Head Student Life & Experience, Canberra Psychology and Wellness team. P&C business partner, Health & Safety coordinator* ***Budget source:*** *Trauma-informed training within National Code Program budget.* ***External expertise:*** *Director, ADFA Academic Contract* ***Tools and templates:*** *Defence Contract, Faculty Strategic Plan, trauma informed training for staff in student facing roles, Students in*

Action	Responsible	Timeline	Resources
			distress guidelines and training for staff, faculty psychology and wellness team resources and supports
3.10 Design and deliver ongoing, evidence-based social marketing and communications campaigns to raise awareness of GBV behaviours and their drivers. This includes: • Building on the initial student campaign and incorporating evaluation findings and community input. • Developing community-level communications activities tailored to audience needs, with clear impact and evaluation metrics.	*Chief Assurance Officer*	*Qtr. 3 2026 and ongoing*	***Contributors**:* *SC Structures Lead, Student programs such as professional development program,* *Arc marketing team,* ***Budget source:*** *Safer communities* ***External expertise:*** *Social Marketing expert* ***Tools and templates:*** *Engagement plan* *Campaign 1*
3.11 Adapt the existing 'Students in Distress' training to include trauma-informed responding to GBV disclosures and deliver to staff to Leadership and Staff. This may include: • identifying staff roles likely to receive disclosures across all UNSW precincts, including Canberra and Regional Hubs. • Reviewing and revising students in distress content to include responding to GBV disclosures • Establish mechanisms to ensure relevant roles complete this training during onboarding and as part of annual refreshers	*PVC Student Success* *Chief Assurance Officer*	*Qtr. 1 2026* *Commencing Qtr. 2 2026*	***Contributors**: SC Education Lead, UNSW Student Psychology and Wellness,* ***Budget source:*** ***External expertise:*** ***Tools and templates:*** *UNSW GBV Education framework*
3.12 Build staff capability to respond to GBV behaviours in classroom settings and work integrated learning activities. This may include: • Content in inductions for new staff includes strategies for setting up inclusive and respectful learning environments. • Co-design training with staff, especially young, female tutors, to ensure content meets needs of teaching staff. • Provide case studies, options and examples of managing GBV situations in the classroom.	*PVC, Education*	*Commencing Qtr. 3 2026*	***Contributors**: SC Education lead, SC Evaluation lead, Academic skills development team, Psychosocial risk coordinator, Health and Safety Business Partnering, Faculties, Employability* ***Budget source:*** *Existing* ***External expertise:*** *May require external review, third party providers*

Action	Responsible	Timeline	Resources
• Ensure staff recognise managing challenging behaviour in learning settings is a psychosocial hazard. • Clarify reporting pathways and procedures for staff.			***Tools and templates**:* *UNSW GBV Education framework*
3.13 Ensure all GBV prevention education and initiatives are evaluated and this informs future initiatives. This includes: • Establishing data sources • Establishing methods for monitoring and evaluating education, workshops, initiatives, and programs • Measuring learning outcomes to assess effectiveness. • Gathering feedback from participants and GBV prevention and response experts.	*Chief Assurance Officer* *Chief People Officer*	*Commencing Qtr. 1 2026 and ongoing*	***Contributors**:* *SC Education Lead* *SC evaluation lead* *Culture and Capability development* *Various local teams developing education* ***Budget source:*** *Existing* ***Tools and templates:*** *UNSW GBV Education framework*
3.14 Build leadership capability to assess and manage GBV related risks in university activities. This includes: • Integrating content on GBV drivers, risk assessment, and response to disclosures into existing leadership training programs. • Equipping leaders to identify, assess, manage and monitor GBV risks in university activities using appropriate risk management approaches.	*Chief Assurance Officer* *Chief People Officer*		***Contributors**:* *Safer Communities Psychosocial coordinator,* *Health and Safety Business Partnering People and Culture* ***Budget source:*** *Existing* ***Tools and templates:*** *Insight Survey, PSC index, psychosocial risk assessment.*

Action	Responsible	Timeline	Resources
3.15 Ensure staff providing support or investigation related to GBV matters have appropriate training and tools for risk assessment and safety planning, in their context. This includes: • Identifying roles and teams required to conduct risk assessments in GBV matters. • Identifying approaches to risk assessment and safety planning which are relevant for disclosers and respondents • Providing specialist training to staff responsible for conducting risk assessments, if required. • Ensure training considers diverse communities • Developing fit-for-purpose safety planning procedures.	*PVC Student Success (students), Director, Conduct and Integrity (students), Chief People Officer (staff), Chief Assurance Officer*	*Commencing Qtr. 4 2025*	***Contributors:*** *Gendered Violence Response Team (students)* *Conduct and Integrity (students)* *People and Culture (staff)* *Psychosocial incident officer (staff)* *SC Process Lead* *Director, Risk* ***Budget source:*** *Existing* ***External expertise:*** *May require expert review* ***Tools and templates:*** *Internal guidance and templates* *Criteria for engaging external investigators*
3.16 Strengthen capability of staff responding to formal reports, conducting investigations, or determining disciplinary outcomes by • Providing ongoing training and coaching • Establish mechanisms that allow reporters to provide feedback on their experience and the process	*Director Conduct and Integrity (students), Chief People Officer (staff)*	*Commencing Qtr. 1, 2026*	***Contributors***: *Conduct and integrity team* *Employee Relations* *SC Education Lead* ***Budget source:*** *Initial training resourced in National Code Compliance Program* ***External expertise:*** *Subject matter external training and coaching* ***Tools and templates:*** *Case IQ system*

Standard 4: Responses and support services are safe and person-centred

Action	Responsible	Timeline	Resources
4.1 Promote and improve access to gender-based violence (GBV) related policies, procedures and support services information in formats that are inclusive and responsive to diverse audience needs. This includes: • updating material for accessibility, using plain language, visuals and translations where they are impactful • tailoring communication and engagement to reflect audience preferences and needs • monitoring access and engagement to inform ongoing improvements.	*Chief Assurance Officer*	*Ongoing*	***Contributors**:* *People* *Safer Communities* *Internal Communications* *Student Communications* *Arc* ***Budget source:*** *To be funded through existing budget.* ***External expertise:*** *Social marketing contractor* ***Tools and templates:*** *Dependent on scope of work*
4.2 Ensure support services for students and staff who disclose GBV are trauma-informed and person-centred by: • Developing support specialist staff capability with training, coaching and supervision. • Developing service practices which support consistent trauma informed and person-centred practice when managing safety, risks, wellbeing, and adjustments to study or work. • Implementing service experience feedback mechanisms to support review of service experience, and review as required by the National Code.	*PVC Student Success (students)* *Chief People Officer and Chief Assurance Officer (staff)*	*From Qtr. 1 2026*	***Contributors**:* *UNSW Psychology and Wellness (students)* *UNSW People and Culture (staff)* *Safer Communities Psychosocial incident management (staff)* *SC Education Lead (training)* *SC Process Lead (process documentation and systems)* *SC Evaluation Lead (feedback and reporting)* ***Budget source:*** *Training included in National Code Compliance Program funding* ***External expertise:*** *Trauma informed support training and coaching* ***Tools and templates:*** *Tools or templates for risk assessment/safety planning*

Action	Responsible	Timeline	Resources
4.3 Update study adjustment guidelines, including special consideration guidance for students, to support meeting the needs of those affected by GBV, and communicate how UNSW meets those needs.	*DVC ESE and Director, Diversity and Inclusion*	*Commencing Qtr. 2 2026*	***Contributors**:* *Diversity and Inclusion* *Equitable Learning Services (students)* *Registrars office (students)* ***Budget source:*** *Existing resources* ***Tools and templates:*** *May include systems updates*
4.4 Update work adjustment guidelines for staff, including guidance about domestic violence leave, to support meeting the needs of those affected by GBV, and communicate how UNSW meets those needs	*Chief People Officer and Director, Diversity and Inclusion*	*Commencing Qtr. 2 2026*	***Contributors**:* *People and Culture* *Diversity and inclusion* ***Budget source:*** *Existing resources* ***Tools and templates:*** *May include systems updates*
4.5 Co-design evaluation and feedback mechanisms with students and staff to develop evaluation and impact metrics on support service experience. Implement feedback mechanisms for support service experience.	*PVC Student Success (students) and Chief People Officer/Chief Assurance Officer (staff)*	*Qtr. 1 2027*	***Contributors**:* *SC Evaluation Lead* *SC Structures Lead* *UNSW Psychology and Wellness (students)* *People and Culture (staff)* ***Budget source:*** *Existing resources* ***External expertise:*** *Employee Assistance Program* ***Tools and templates:*** *May require systems updates or development of new system capability to support feedback*
4.6 Utilise and promote external referral pathways to ensure specialist and culturally safe support for student and staff cohorts.	*PVC Student Success (Students) and Chief People Officer(staff)*	*Ongoing*	***Contributors**:* *UNSW Psychology and Wellness (students)* *People and Culture (staff)* *SC Structures Lead* ***Budget source:*** *Existing resources* ***External expertise:***

Action	Responsible	Timeline	Resources
			External services. ***Tools and templates:*** *Communications plan and channels.*
4.7 Implement student respondent support pathway which is • Provided by staff with the appropriate expertise, supervision and ongoing training • Guided by consistent processes to assess safety and manage risks • Refers to specialist external services • Continue to provide information about support with behaviour change on UNSW website	*PVC Student Success*	*Commencing Qtr. 4 2025*	***Contributors**:* *Student complex case management team* *SC Education lead* *SC Process Lead* *Legal* ***Budget source:*** *Existing resource* ***External expertise:*** *May be required to provide supervision and training* ***Tools and templates:*** *Website content review.* *May require system updates*
4.8 Develop an approach to supporting staff who may be reported to have engaged in GBV.	*Chief People Officer and Chief Assurance Officer*	*Commencing Qtr. 1 2026*	***Contributors**:* *People and Culture* *Safer Communities Psychosocial incident management* *Legal* ***Budget source:*** *Existing resource* ***External expertise:*** *Employee Assistance Services* ***Tools and templates:*** *May require UNSW staff education and service process updates*
4.9 Collaborate with ADFA to support the ADFA Workplace Behaviours Action Plan 2025 through: • Mapping alignment between UNSW Canberra activities and ADFA-led initiatives that promote respect, inclusion, and Trainee Officer wellbeing • Ongoing engagement to support shared values and objectives	*Rector, UNSW Canberra*	*Commencing Qtr. 1 2026*	***Contributors at UNSW Canberra*** *Deputy Rector* *Defence contract (lead)* *Safer Communities Precincts Delivery Manager* *Defence contract team* *Head, Student Life & Experience*

Action	Responsible	Timeline	Resources
			Budget source: *To be determined* ***External expertise:*** *Director, ADFA Academic Contract* ***Tools and templates:*** *Defence Contract, Faculty Strategic Plan, ADFA Workplace Behaviours Action Plan 2025*

Standard 5: Gender-based violence responses are safe and timely

Action	Responsible	Timeline	Resources
5.1 Review Gendered Violence Portal reporting experience to identify improvements which support: • trauma-informed reporting experience • trauma-informed and person-centred case management • effective documentation • reporting about incidents, required by the Code	*PVC Student Success and Director, Conduct and Integrity*	*Commencing Qtr. 2 2026*	***Contributors**:* *SC Evaluation lead* *UNSW Psychology and Wellness* *Conduct and Integrity* *People and Culture* *System development expertise* *Representative from Chief Data Officer* ***Budget source:*** *Existing resource for review* *Implementing changes requires funding outside existing budget*
5.2 Continue to maintain and promote multiple, accessible reporting pathways for people affected by GBV, including anonymous options.	*PVC Student Services Director, Conduct and Integrity, (students) and* *Chief People Officer, Chief Assurance Officer*	*Ongoing*	***Contributors**:* *SC Structures lead* *Staff and Student Communications teams* *As relevant for students/staff* ***Budget source:*** *Existing resource* ***External expertise:*** *ARC Marketing team* ***Tools and templates:*** *Communications Plan* *Staff and Student communication channels.*
5.3 Update Complaints Management Policy and Procedures to: • embed trauma-informed, person-centred principles into Policy and Procedures about GBV reports, investigations and disciplinary actions • design Procedures to meet the requirements of the Code, including timelines and notifications in relation to GBV investigations and appeals guidance.	*Strategic Projects and Operations Team (SPOT) under sponsorship of Chief Assurance Officer and Chief People Officer*	*Commenced Qtr. 2 2025*	***Contributors**:* *Cross-functional Reference Group* *Conduct and Integrity* *People and Culture* *SC Process Lead* *Other relevant Internal Subject matter experts* *Student and staff engagement* ***Budget source:*** *Existing resource* ***Tools and templates:***

			Standard Operating Procedures.
5.4 Ensure UNSW-appointed investigators, whether internal or external, have appropriate training in trauma-informed practice, and other knowledge required by the Code.	*Director, Conduct and Integrity (student and member of public matters),* *Chief People Officer (staff matters),* *Chief Assurance Officer*		***Contributors**:* *Conduct and Integrity* *People and Culture* *Lead, trauma informed investigations* ***Budget source:*** *Existing* ***External expertise:*** *External investigators appointed* ***Tools and templates:*** *Procurement criteria to appoint investigators with appropriate expertise.*
5.5 Research and scope pilot alternatives to formal complaint investigations models for responding to GBV. This may include: • Engage with relevant internal and external subject matter experts to explore evidence for alternative approaches, including restorative approaches • Assess the risks, benefits and suitability of alternative models in the UNSW context • Scope a pilot model with clear governance, resourcing and evaluation mechanisms • Seek resource to support meaningful pilot • Recommend scalable approaches for broader implementation, based on pilot outcomes.	*Director, Conduct and Integrity and* *PVC Student Success*	*Commencing Qtr. 4 2027*	***Contributors**:* *Gendered Violence Research Network* *UNSW Law and Justice* *UNSW Psychology and Wellness* *Conduct and Integrity* *Head, UNSW Accommodation* *SC Structures and Process Leads* ***Budget source:*** *Existing for scope of pilot.* *Additional source to be identified for pilot.* ***External expertise:*** ***Tools and templates:*** *Cross functional working group* *Subject matter experts* *Funding required for pilot.*

Standard 6: Use evidence to approach, measure change and contribute to the national evidence-base

Action	Responsible	Timeline	Resources
6.1 Conduct an audit of existing gender-based violence (GBV) data systems and reporting processes. This includes: • Feedback from individuals with lived experience and those using reporting pathways. • Identifying any system barriers experienced by cohorts disproportionately affect by GBV. • Identifying improvements required to support case management documentation • Identifying improvements required to support data collection of demographic information and experiences of diverse groups • Endorse an approach which supports trauma-informed practice, privacy and secure data governance approach. • Developing and implementing a standardised reporting template and shared agreements across GBV report management teams. • Establish success criteria for planning and implementing system changes, and identifying further improvement • Requesting additional resourcing for system improvement implementation, if required.	*Program Lead, National Code Compliance program, EPMO*	*Work commencing Qtr. 4 2026*	***Contributors:*** *Chief Data Officer* *UNSW Psychology and Wellness* *Conduct and Integrity,* *People and Culture* *SC Structures and Evaluations Leads* *Diversity and Inclusion* *DVC Indigenous/Nura Gili* *UNSW Legal* *IT Systems support* ***Budget source:*** *Within existing for scoping.* *Additional resourcing required for improvements.* ***External expertise:*** *May require IT system-specific knowledge* ***Tools and Templates:*** *Existing IT systems include CaseIQ, Point and Click, SIMS, PIMS.*
6.2 Roll out improved data collection systems. This includes: • Consistent and secure data entry across all GBV reporting pathways • Implementation of automated reporting processes. 6.3 Evaluate effectiveness of any system changes to identify quality improvements.	*To be confirmed; depends on results of systems audit*	*Commencing from Qtr. 3 2027 and ongoing*	***Contributors:*** *Chief Data Officer* *Chief Information Officer* *UNSW Psychology and Wellness* *Conduct and Integrity* *People and Culture* *SC Process and Evaluations leads* *Psychosocial incident case manager* ***Budget Source:*** *To be determined*

Action	Responsible	Timeline	Resources
6.4 Support UNSW leadership to understand progress, incidents and risks at UNSW by: a. Submitting biannual reports to Safety and Risk Committee, UNSW Council, on disclosures, complaints, and UNSW responses to disclosures and complaints b. Reporting to EDISG Board on progress against the Plan and Outcomes Framework, specific actions, and outcomes.	*Vice Chancellor & President through (a) Chief Assurance Officer and Chief People Officer (b) Chief Assurance Officer*	*Commencing Qtr. 2 2026 and every six months thereafter*	***Contributors:*** *National Code Steering Committee* *SC Evaluation (lead)* *Chief Data Officer* *Gendered violence response team, People and Culture* ***Budget source:*** *Safer Communities existing budget* ***External expertise:*** *TBC* ***Tools and templates:*** *CaseIQ, PointNClick*
6.5 Fulfil Department of Education reporting requirements by • Submitting an annual report about incidents and responses by 30 June each year via Safety & Risk Committee, to Council • Submitting biennial reporting on progress related to the Plan and Outcomes Framework, and outcomes framework, from January 2028 • Responding to any other requests for information by the Secretary, Department of Education Maintain reporting of GBV related initiatives across UNSW, including publication of an annual report on the UNSW website which shares activities within the community which may not be reported to Department of Education.	*Vice-Chancellor's Office (VCO)*	*Commencing Qtr. 2 2026 and annually thereafter*	***Contributors:*** *SC Evaluation and Reporting Lead* *Chief Data Officer* *UNSW Council* *Safety and Risk Sub-Committee* *EDI SG Board,* ***Budget source:*** *Existing* ***Tools and templates:*** *Department of Education templates*
6.6 Establish framework between UNSW Canberra and ADFA to support reporting on impact of prevention and response measures. This includes: • Defining expectations for annual reporting and activity sharing • Endorsement by both UNSW Canberra and ADFA leadership.	*Rector, UNSW Canberra*	*Work commencing from Qtr. 2 2026*	***Contributors:*** *Deputy Rector, Defence Contract (lead),* *Safer Communities Precincts Delivery manager, UNSW Canberra defence contract team,* ***Budget source:*** *To be determined*

Action	Responsible	Timeline	Resources
			External expertise: *Director, ADFA Academic Contract* ***Tools and templates:*** *Defence Contract, Faculty Strategic Plan, ADFA workplace behaviours plan 2025*
6.7 Develop and apply impact metrics to • Evaluate GBV education programs • Gather feedback and support review of response service experiences • Monitor progress against the Plan and Outcomes Framework.	*Director, Health and Safety*	*Commencing Qtr. 3 2026*	***Contributors:*** *SC Evaluation and Reporting lead* *SC Education and Structures Leads* *People and Culture* *PVC Student Success* *UNSW staff with expertise in impact evaluation* ***Budget Source:*** *Existing budget* ***Tools and templates:*** *UNSW GBV Education Framework*

Standard 7: Student accommodation is safe for all students and staff
UNSW owned and operated accommodation

Action	Responsible	Timeline	Resources
7.1 Screen prospective staff in UNSW Accommodation for past allegations or findings of gender-based violence (GBV). 7.2 Ensure current staff in UNSW Accommodation declare any current or previous intimate relationship with a resident within annual conflict of interest declarations. Establish process established for assessment and risk management of any declaration which includes gathering information, assessing the requirements of the role, the impact of the declaration on role requirements, and safety in the Accommodation setting.	*Chief People Officer*	*Commencing Q1 2026*	***Contributors:*** *People and Culture* *Head, UNSW Accommodation* *Legal* *SC Process Lead* ***Budget Source:*** *Within existing* ***Tools and templates:*** *Standard template for gathering information*
7.3 Evaluate current education offered to residential staff and student residents and update to respond to evaluation findings.	*Head of Accommodation, UNSW*	*Commencing Q2, 2026*	***Contributors:*** *UNSW Accommodation* *SC Education Lead* *SC Evaluation Lead* ***Budget source:*** *Within UNSW Accommodation* ***External Expertise:*** *Sector insight into student residential education programs*
7.4 Implement any new education for residential staff or students aligning with design process and evaluation requirements of the Code by using the UNSW GBV Education Framework.	*Head of Accommodation, UNSW*	*Subject to finalisation of UNSW GBV Education framework.*	***Contributors:*** *UNSW Accommodation* *SC Education Lead* ***Budget source:*** *Within UNSW Accommodation* ***Tools and Templates:*** *UNSW GBV Education Framework*

Action	Responsible	Timeline	Resources
7.5 Promote prevention campaigns and support options related to GBV during residential orientation. Implement and evaluate risk management of social events in student residential which include alcohol consumption.	*Head of Accommodation, UNSW, and Deans, UNSW Accommodation.*	*Commencing Qtr. 1 2026*	***Contributors:*** *UNSW Accommodation Wellbeing support* *SC Process Lead (and others as needed)* *Health and Safety Business Partnering.* ***Budget:*** *within UNSW Accommodation* ***Tools and Templates:*** *Existing GV Portal campaign*
7.6 Establish pathways and opportunities for student residents to provide feedback on safety and inclusion in UNSW residential settings.	*Head of Accommodation UNSW*	*Commencing Qtr. 2 2026*	***Contributors:*** *UNSW Accommodation* *SC Structures Lead* *ARC* ***Budget resources:*** *Within UNSW Accommodation* ***Tools and templates:*** *Salus, StarRez reports, other feedback pathways.*
7.7 Monitor and review evidence in relation to reports of GBV, in accommodation settings within the Level 1 Student health and safety meeting, or other appropriate governance structure in Accommodation settings. Develop capability to report on related risk factors, such as alcohol consumption in residential settings.	*Head of Accommodation, UNSW, and Deans, UNSW Accommodation*	*Commencing Qtr. 3 2026*	***Contributors:*** *Student Accomm. M'ment Committee* *UNSW Accomm Wellbeing support* *UNSW Psychology and Wellness* *Health and Safety Business Partnering* ***Budget resources:*** *Within UNSW Accommodation* ***Tools and templates:*** *Salus, StarRez reports.*
7.8 Ensure staff in UNSW owned and operated residential settings have capability to respond to disclosures appropriately by providing annual training which includes content on trauma-informed and person-centred responding.	*Head of Accommodation, UNSW and Deans, UNSW Accommodation*	*Commencing Qtr. 2 2025*	***Contributors:*** *UNSW Accommodation* *SC Education and Evaluations Lead* ***Budget resources:*** *Within UNSW Accommodation*

Action	Responsible	Timeline	Resources
			Tools and templates: *UNSW GBV Education Framework* *System to monitor completions.*
7.9 Promote University support to residents within accommodation settings, using a range of collateral and channels.	*Head of Accommodation, UNSW, and Deans, UNSW Accommodation.*	*Commencing Qtr. 1 2026.*	***Contributors:*** *UNSW Accommodation Wellbeing support* *SC Education Lead* ***Budget resources:*** ***Within existing*** ***Tools and templates:*** *GV Portal campaign.*
7.10 Document processes for staff in UNSW residential settings which describe • risk assessment and safety planning processes in response to a disclosure, within and outside business hours, which support the choices of the discloser • documentation and monitoring of risk assessment and safety planning for any resident • steps to assess whether a resident respondent should be relocated from an accommodation setting • process supporting relocation of a resident. These processes to be made available to residents.	*PVC Student Success*	*Commencing Qtr. 1 2026.*	***Contributors:*** *Head, UNSW Accommodation* *UNSW Accommodation Wellbeing Officer* *UNSW Psychology and Wellness* *SC Process Lead* ***Budget resources:*** *Within existing* ***Tools and templates:*** *Risk assessment and safety planning SOP* *Guidance on resident relocation* *Case management system*
7.11 Ensure policy or guidance in relation to relocation of a resident is available to residents and included in any residential agreement.	*Head of Accommodation, UNSW*	*Pending finalisation of Process mapping.*	***Contributors:*** *UNSW Accommodation* *UNSW Legal* ***Budget resources:*** *Within existing* ***Tools and templates:***

Action	Responsible	Timeline	Resources
			Guidance on resident relocation *Residential agreements*
7.12 Assess staff resourcing and training needs to support residential staff capability to follow documented processes in relation to: • Risk assessment and safety planning • Supporting residents disclosing an experience of GBV • Responding to immediate safety needs • Managing relocation of a resident • Managing monitoring of safety and wellbeing of a resident who is a respondent	*Head of Accommodation, UNSW.*	*Pending finalisation of Process mapping.*	***Contributors:*** *UNSW Accommodation Wellbeing support* *UNSW Psychology and Wellness Clinical staff* *SC Education Lead* *SC Process Lead* ***Budget resources:*** *Additional resourcing may be required for staff and/or training* ***Tools and templates:*** *Depends on process development.*
7.13 Review documented processes after implementation, to identify opportunities for improvement. Within review, consider • Feedback from any resident who has made a disclosure of GBV • Feedback from staff using processes	*Head of Accommodation, UNSW.*	*At least 6 months after implementation of processes.*	***Contributors:*** *UNSW Accommodation Wellbeing support* *UNSW Psychology and Wellness Clinical staff* *SC Process lead* *SC Evaluation lead* *Student Accom. Management Committee* ***Budget resources:*** *Within existing*

Standard 7: Affiliated accommodation providers

Note: ADFA Living-in Accommodation (LIA) is not considered an Affiliated Student Accommodation Provider under the Code. The accommodation is provided to ADF members as a service-related housing benefit and is managed by Defence. UNSW has no ownership, control, or management in relation to this accommodation.

Action	Responsible	Timeline	Resources
7.14 Finalise and implement agreements between UNSW and all affiliated accommodation providers on Kensington campus, which define • how the affiliate accommodation provider can meet the requirements of the Code • how affiliate accommodation providers meet requirements to share data about disclosures and complaints regarding gender-based violence (GBV) incidents in their setting	*Deputy Vice Chancellor Education and Student Experience*	*Commencing Qtr. 4 2025*	***Contributors:*** *UNSW Accommodation* *UNSW Legal* *Affiliate accommodation provider senior leaders and management boards* ***Budget resources:*** *Within existing* ***Tools and templates:*** *UNSW Agreement*
7.15 Ensure that UNSW can assess affiliate accommodation providers arrangements to provide a safe environment to residents, including: • Declaration of GBV allegations or findings during recruitment for new staff; process to assess and manage risk regarding a declaration. • Current staff declarations of past or current intimate relationship with a resident; process to assess and manage any risk regarding a declaration. • Evidence of actions which support gender equity and inclusion within the accommodation provider setting, such as support for gender equity in staffing, student representation and student leadership roles • Education which targets GBV prevention available to staff and residents, and evaluated	*Head of Accommodation UNSW*	*Commencing Qtr. 1 2026*	***Contributors:*** *Affiliate accommodation senior leaders* *UNSW Accommodation* *May work with other UNSW teams to review specific arrangements* ***Budget resources:*** *Within existing* ***Tools and templates:*** *UNSW Agreement with Affiliate Accommodation Providers* .

Action	Responsible	Timeline	Resources
• Education to support staff to respond appropriately to disclosures or formal reports available and evaluated. • GBV prevention campaigns run during orientation period, and prevention activities related to other social events in the residential setting which are likely to involve alcohol consumption • Tracking of reports of disclosures and formal reports of GBV; evidence this information is reviewed and responded to.			
7.16 Ensure that UNSW can verify that affiliate accommodation providers: • Demonstrate they have in place arrangements to ensure that any disclosure or formal report about GBV by a resident is managed appropriately, including staff training, documented processes • Demonstrate that processes are followed, reviewed and updated.	*UNSW Head of Accommodation*	*Commencing Qtr. 4 2025*	***Contributors:*** *Affiliate accommodation senior leaders* *UNSW Accommodation* *SC Process Lead* *SC Evaluation Lead* ***Budget resources:*** *Within existing* ***Tools and templates:*** *UNSW Agreement*
7.17 Strengthen affiliate accommodation provider prevention and activities and responses processes, in collaboration with UNSW, by: • Sharing relevant frameworks / guidance, facilitating access to relevant expertise and collaborating on prevention and response initiatives. • Developing and documenting consistent approaches to assessing if resident needs to relocate due to a disclosure or formal report about GBV. • Developing and documenting processes that enable an affiliate accommodation resident to relocate, including communicating and managing any wellbeing or safety issues.	*UNSW Head of Accommodation*	*Commencing Qtr. 4 2025*	***Contributors:*** *Affiliate accommodation senior leaders* *UNSW Accommodation* *SC Process Lead* *SC Education Lead* *UNSW Legal* ***Budget resources:*** *Within existing* ***Tools and templates:*** *UNSW Agreement* *UNSW Accommodation process and SOP.*

Action	Responsible	Timeline	Resources
7.18 Collaborate and influence PBSA providers to promote GBV prevention and response. This includes sharing UNSW frameworks and guidance.	*UNSW Head of Accommodation*	*TBC*	***Contributors:*** *PBSA providers Iglu, Scape, UniLodge.* *UNSW Legal* ***Budget resources:*** *Within existing* ***Tools and templates:*** *UNSW Agreement* *UNSW Accommodation process and SOP.*

Outcomes Framework

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 1: **Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence**	UNSW resources a whole-of-organisation approach for gender-based violence (GBV) GBV Prevention and Response, which supports work across different locations, Faculties, Divisions and with UNSW owned and operated student residential.	GBV prevention and response activities are reflected in strategic and operation planning across UNSW. UNSW ensures staff resource meets the needs of the organisation.	Activities related to GBV prevention or response included in Faculty and Divisional annual plans, safety or equity, diversity and inclusion governance structures. Narrative insights from Leadership, staff, and specialised staff within Faculty/Division/Accommodations/GVRT reflect increased levels of confidence in organisational capacity. Increased number of staff positions with recognised GBV-related responsibilities in PDs and/or MyCareer reviews.
	UNSW can demonstrate its GBV risks and controls program adapts for different environments and cohorts.	UNSW leadership and governance are responsive to new information, risks, contexts, priority cohorts.	Evidence of GBV risk updates across governance structures. Increased number of governance decisions/actions informed by GBV risk assessments. Evidence that insights from UNSW community, subject matter experts and external evidence are gathered and used to identify and prioritise GBV risks.
		GBV safety and risk management capability is developed at different levels of leadership, supporting risk	Number of staff and student leaders completing relevant GBV risk training.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
		identification and management.	Participant feedback on relevance, effectiveness and impact of training, including confidence to identify and report/manage GBV risk in their area.
		Culture around safety and risk capability is trauma-informed and person-centred.	Number of training programs embedding trauma-informed and person-centred principles. Psychological safety score improvement in culture surveys, for those areas that have completed trauma-informed training content. Feedback and evaluation from relevant GBV campaigns.
	UNSW Leadership lead by example with their behaviours and communication.	Leadership messaging is consistent, values and evidence-based and includes targeted messaging for context.	Increases in number of leadership communications and engagements to raise awareness of and drive uptake of GBV initiatives at UNSW. Student and staff perceptions of safety at UNSW is regularly measured through surveys. Feedback from students and staff on inclusivity and effectiveness of UNSW communications about GBV.
		Leadership at all levels promote their visible actions for gender equity and GBV prevention.	Number and type of GBV-related initiatives included and reported on in Faculty/Divisional plans. Attendance and participation rates of leadership at all levels to GBV or GE forums and events.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 2: **Environments are safe, and systems continuously improve to prevent and respond to gender-based violence**	Staff understand how they can seek support if they are affected by gender-based violence (GBV) or concerned that someone else is affected by GBV.	Staff and managers seek help in relation to GBV experiences.	Training and communications for staff includes information about how staff can seek help at UNSW, or externally, and what to expect if they seek help at UNSW. Seek confirmation that staff who seek help due to GBV confirm that assistance provided by UNSW or Employee Assistance Service was person-centred, useful, and timely.
	Managers at different levels are aware of their responsibilities within the overall GBV prevention and response ecosystem.	Managers know when and how to complete GBV risk assessments and to report GBV risks.	Completion rates and training impact evaluations of programs that include GBV risk assessment, reporting and management. Increase in GBV risks reported by Faculties/Divisions/Accommodations. Design and delivery of targeted information/training in response to risks raised.
		Managers model bystander intervention and provide person-centred information and assistance to reduce the risk and/or impact of GBV behaviours.	Completion rates and training impact evaluations of Bystander Training. Staff Insight Survey results and feedback from focus groups. Review of complaints regarding management action/inaction regarding GBV.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
	UNSW proactively reduces/manages potential GBV risks relating to prospective, new and current staff.	Prospective employees, contractors and volunteers complete mandatory disclosure processes around any past or current GBV investigations or allegations.	Updated recruitment and onboarding policy, processes and forms including relevant training and supports available to staff receiving disclosures. Number of positive GBV disclosures made. Review of risk management implemented in relation to any disclosure.
		Conflict-of-interest relationships can be identified and avoided and/or safely disclosed by any academic and professional staff member or student.	Number and type of disclosures received. Evidence that disclosures are assessed and risks are managed and monitored, in line with GBV Policy. Evidence of awareness raising, including information about relationship declaration requirements and reasons for implementing relationship declaration requirements.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 3: **Build knowledge and capability to prevent and respond to gender-based violence safely and effectively**	Learning is inclusive, relevant to context, engaging and impactful.	Use of the UNSW Gender-Based Violence (GBV) Education framework in learning design.	Evidence that UNSW GBV Education framework is used to develop a range of relevant learning opportunities. Evidence that evaluation is embedded in learning opportunities related to GBV.
	UNSW provides all staff and students with foundational learning establishing shared understanding which defines GBV, why and how it can happen, and the impacts it can have.	Students understand the range of behaviours which can be GBV, what drives GBV, how they can help prevent GBV and seek support for themselves or another person.	Students demonstrate increased understanding of GBV, including definition, drivers, impacts, intervention strategies and support options. Completion rates indicate most students complete all-student module, and at least one other learning opportunity. Training impact evaluations of online and in-person modules delivered to students centrally and at their Faculty/Division level indicate that students endorse learning as engaging and valuable. Student consultation groups' feedback about UNSW campaigns and training, including any influence on their attitudes, confidence or actions.
		Staff understand the range of behaviours which can be GBV, what drives GBV, how they can help prevent GBV and seek support for themselves or another person.	Staff demonstrate increased understanding of GBV and workplace sexual harassment, including key concepts, drivers, intervention strategies, support options and responsibilities. Completion rates indicate most staff complete training annually.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
		Staff understand their responsibilities regarding GBV within the UNSW workplace setting, including responsibilities as a manager. Staff receive information and where appropriate, training about drivers of GBV that is relevant, inclusive and accessible for their environment(s) and experience(s).	Manager and leadership training includes content about responsibilities to prevent GBV in the workplace. Training impact evaluations of online and in-person modules delivered to staff endorse that training is relevant and valuable. Staff feedback about UNSW campaigns and training, including any influence on their attitudes, confidence and/or actions.
	Teaching and HDR supervisory staff support inclusive and respectful learning environments.	Academics who deliver teaching and research supervision complete training and skills development opportunities that support their ability to prevent and respond to GBV.	Academic staff who complete training demonstrate increased capability to lead conversations about GBV, understand their legal responsibilities, recognise communities at greater risk and respond appropriately to GBV in teaching contexts. Evaluation of any academic training indicates it is relevant and valuable.
	Student leaders in UNSW activities understand their responsibilities in providing a safe environment.	Student leaders in different settings at UNSW undertake training which defines their responsibilities to provide a safe environment and build	Training is available for different cohorts of student leaders, including in UNSW residential settings, peer mentoring, Gateway scholars, Athletes programs and any other leadership programs.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
		their capability to meet this responsibility. Student leaders can access on-demand resources which help them to identify what they can do, and how to seek help.	Students who complete training endorse it as relevant and valuable, and reported increased confidence about responding to support needs as a student leader. Evidence that student leaders access on-demand resources.
	UNSW organisational areas develop or adapt GBV prevention education which meets the needs of their specific context and activities.	Faculties and Divisions identify where specific education may be required due to activities being undertaken by students and staff. are identifying, managing where possible and reporting on GBV risks in their areas	Faculties or Divisions use the UNSW GBV Education framework to develop or adapt existing training. Training is available within Faculties or Divisions which addresses specific prevention needs due to activities undertaken. For instance, prevention of GBV is embedded in any training for student placements, off-site fieldtrips, rural or remote research environments.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 4: **Responses and support services are safe and person-centred**	Students feel confident to use UNSW support services for information and/or support with gender-based violence (GBV).	Students perceive support services as inclusive, culturally safe and affirming of their identities and experiences.	Students continue to access support services in relation to GBV. Any relevant survey results indicate students who have used support services are satisfied with their experience. Service feedback indicates that student users generally agree that response was timely and person-centred. Student community consultation with women students, international students, students with disability, LGBTQIA+ student groups and first nations students indicates trust and confidence in UNSW student support services.
	Staff feel confident to use UNSW support services for information and/or support with GBV.	Staff perceive support services as inclusive, culturally safe and affirming of their identified and experiences.	Staff seek help from trusted UNSW colleagues, managers, or staff support services in relation to GBV. Any relevant survey results indicate staff who have sought help within UNSW are satisfied with their experience. Service feedback indicates that staff users generally agree that response was timely and person-centred. Staff community consultation with women staff, culturally/linguistically diverse staff, staff with disability, LGBTQIA+ staff and first nations staff indicates trust and confidence that UNSW staff

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
			support services will listen with care, respect, non-judgement and recognise their whole, authentic person.
	UNSW promotes and deepens a culture where everyone feels safe and included to ask for information and/or help about GBV.	Prevention of GBV is contextualised within gender equity.	UNSW GBV Policy and Gender Equity strategies affirm inclusive organisational positions and promote contemporary, evidence-based trauma-informed approaches.
		UNSW promotes accountability for behaviour change, for people who may engage in GBV.	Information about behaviour change is available to UNSW community members. UNSW provides referrals for student or staff whose behaviour may be reported as GBV.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 5: **Gender-based violence responses are safe and timely**	Students, staff and contractors can easily find how to report concerns about gender-based violence (GBV) at UNSW.	Awareness of Gendered Violence Portal	Embedded in annual communications, training, onboarding for students, staff and contractors.
		Information about emergency help is accessible.	Students and staff agree they can easily find information about how to seek emergency help. Evidence that SAFEZONE app is broadly used across the UNSW community.
	Students are confident they understand what happens if they reach out for information, support or make a complaint.	GBV Processes are clearly communicated, accessible, and reflect local context. Communications channels meet community needs and access points.	Student consultation indicates that GBV related information is clear, confidence building and trusted across diverse student groups and settings. Review of any complaints about response to GBV.
	Staff can identify what steps will take place after they reach out for information, support or make a complaint.		Staff consultation indicates that GBV related information is clear, accessible and consistent across diverse staff groups and contexts. Review of any complaints about response to GBV.
	UNSW develops a culture where individual accountability and organisational responses are balanced with safety and recovery. Students and staff feel confident they can ask for help resolving an experience of GBV, without experiencing further harm.	UNSW invests in organisational learning to develop alternative pathways to respond to complaints about UNSW community members experiencing GBV from other community members.	Establish understanding of different ways that UNSW can respond to resolve GBV incidents within the UNSW community, including restorative or education-focused responses. Scoping of a pilot approach, which articulates benefits of pilot approach, resources required (including staff and staff capability) and identifies a pilot location.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 6: **Use evidence to approach, measure change and contribute to the national evidence-base.**	UNSW has a consistent, inclusive and person-centred approach to capturing demographic data relating to gender-based violence (GBV) prevention and response activities.	UNSW systems, forms and fields enable whole-of-person demographic data capture.	Updating of demographic information in SIMS and PIMS to reflect diversity of UNSW community. UNSW data capture systems align with the ABS Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables (2020).
		UNSW community members feel safe to report demographic information.	Evidence that community members report diverse demographic information.
	UNSW community members are confident that the activities, education and services provided at UNSW are effective.	UNSW tracks the impact of its services and activities to prevent and respond to GBV. UNSW responds to evidence about impact of services and activities.	Impact data is reported to UNSW governance structures and to the UNSW community. Changes to services and activities are linked to findings of impact data.
	UNSW contributes to evidence about what is effective to prevent and respond to GBV.		Publication of data and findings in relation to prevention and response activities at UNSW.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Standard 7: **Student accommodation is safe for all students and staff**	UNSW owned-and-operated accommodation for students prevents harm occurring.	UNSW Residential staff understand how they can prevent gender-based violence (GBV) occurring in residential settings, including understanding higher risk times within the residential setting.	Risk assessments and risk management plans completed for social events within student residential, involving alcohol service. Residential orientation event plans are designed to reduce the risk of sexual assault. UNSW residential staff report they understand what they should report and how to make a report about GBV occurring in the residential setting. Increased reporting of incidents of GBV within UNSW residential setting. See also outcomes related to education in student residential settings.
	UNSW owned-and-operated accommodation responds effectively if an incident of GBV is reported in relation to a resident.	UNSW residential staff understand how to respond to an incident of GBV affecting a resident.	UNSW residential staff undertake scenario-based assessments to demonstrate capability in applying GBV response procedures, including risk assessment, relocation processes and documentation. See also outcomes in relation to Standards 4 and 5.
	UNSW can verify that affiliate accommodation providers provide safe environments and appropriate responses to GBV impacting residents who are UNSW students.	UNSW and affiliate accommodation providers collaborate to support safe, inclusive environments and effective responses to GBV.	Agreements signed between UNSW and affiliate accommodation providers. Affiliate accommodation providers share information with UNSW on their GBV prevention efforts, staff training, response procedures and outcomes.

7. Gender Equality Action Plan/s

If you have an existing Gender Equality Action Plan/s, complete the following table:

	Gender Equity Strategy 2024-2028 SAGE Athena Swan, Bronze Action Plan, and Associated Cygnets
Name and tenure:	Workplace Gender Equality Agency compliance reporting
	UNSW Strategy SAGE Athena Swan
Authorising agency:	Workplace Gender Equality Agency.
Revision commitments:	UNSW is currently undertaking the process to apply for the SAGE Athena Swan Silver Award, by 30 September 2026. Following that application, UNSW will develop a comprehensive Gender Equality Action Plan that will bring together the UNSW Gender Equity Strategy, SAGE Athena Swan SMART Action plan, and Workplace Gender Equality compliance reporting. This work will be submitted to the Gender-Based Violence Reform Branch by the 31 October 2026.

If you do not have existing Gender Equality Action Plan/s, refer to Guidance to Develop a Whole-of-Organisation Gender-Based Violence Prevention and Response Plan and Outcomes Framework *(hyperlink)* for support to develop one.

Actions identified through Gender Equality Action Plan/s should be embedded throughout this Plan.

Appendix 1: Our Vision and Guiding Principles

The vision for Stop. Empower. Support is outlined below because it remains central to the new Plan and Outcomes Framework. While the name and core principles are unchanged, the approach has been strengthened based on what we have learned from previous efforts.

Since its introduction in the last Strategy and Action Plan 2022-2025, this vision has been broadly supported by UNSW students and staff. In 2025, community feedback confirmed continued support for the vision, with suggestions to refine and strengthen its focus. These refinements are outlined below and reflect the evolving expectations of our community, which inform the outcomes that UNSW wants to achieve.

This vision is underpinned by a set of guiding principles that shape our approach.

Our Vision

Stop

Gender-based violence (GBV) has no place at UNSW. We believe we all need to play a part to stop GBV. Creating a safe and respectful UNSW requires each of us to engage in cultural change.

Within UNSW, our goal is to prevent GBV. However, we recognise that eliminating GBV requires ongoing effort. UNSW will continue to take responsibility for educating the UNSW community about GBV, for developing prevention activities, and evaluating our efforts, to understand what works to prevent harm within tertiary education settings, and using this information to continually improve our approach.

Feedback from UNSW students and staff in 2025 indicates that they want UNSW to stop GBV by:

- Shifting the focus from individuals affected by GBV, to engaging with UNSW community members who may knowingly or unintentionally cause harm through GBV. This means moving beyond messages about personal safety to proactively challenging attitudes and behaviours which drive GBV.
- Supporting the UNSW community to reflect on their attitudes and behaviours, and be accountable for change.
- Provide nuanced education about consent and consent-seeking, and design and deliver education that meets the needs of different cohorts.
- Evolving education from teaching people how to protect themselves, to helping individuals understand and take responsibility for their own actions and impact on others.

We will also work to prevent GBV outside of the UNSW community, through undertaking and presenting research into effective prevention activities, whether in higher education or the broader community.

Empower

UNSW students and staff have a right to feel safe and respected in their place of study and work; UNSW students and staff have a responsibility to support the safety of all and treat each other with respect.

Recent feedback from students and staff is that they want UNSW to:

- Build awareness of unacceptable norms and behaviours that increase risk of GBV occurring, thereby empowering students and staff with knowledge about how social norms and gendered stereotypes contribute to GBV
- Equip the UNSW community with the awareness to recognise their own potentially harmful attitudes and behaviours and understand how these may contribute to a culture that enables GBV.
- Intervene safely if they recognise that GBV is occurring, moving from passive awareness to actively sharing responsibility for change.
- Support a shift in cultural norms, so that UNSW community members can communicate personal boundaries.

Support

Addressing GBV requires appropriate response to any complaint, report or disclosure, and effective individual support for any UNSW community member who has experienced GBV.

Our organisation will continue to strengthen and expand the capacity of existing services and allocate resources to both support the diverse needs of students and staff directly affected by GBV, and to appropriately address the behaviours of those who cause harm.

Recent feedback on our existing strategy indicates that UNSW community members want a shift to a more holistic and proactive approach when it comes to support responses from the organisation.

This includes support that is specifically:

- Person-centred, non-judgemental, and recovery-oriented
- Respects the individual's preferences and choices, in line with trauma-informed practice
- Culturally aware and responsive, and reflects the diversity of our community
- Includes pathways for behaviour change for those causing harm, with a focus on prevention and early intervention.

Our guiding principles

1. Demonstrate inclusion, support diversity

Supporting inclusion, diversity and equity in the UNSW community creates a culture which prevents GBV. This includes:

- Listening to and valuing people from different backgrounds ensures better support for people who have experienced GBV and that prevention initiatives are relevant for different communities.
- Recognising diversity ensures that initiatives are tailored to diverse community needs, improving effectiveness.

2. Applying an intersectional lens

Intersectionality helps us consider how overlapping forms of discrimination and power dynamics shape experiences. At UNSW, we apply this lens to ensure prevention and response efforts are inclusive and effective by:

- Designing and delivering policies and initiatives that consider intersectional identities.

- Evaluating programs to understand the impacts of race, disability, sexuality, gender identity and expressions, and socio-economic status.

3. Strengthen collaboration, partnerships and co-design

Use collaboration, partnerships, and co-design with the UNSW community as key tools to:

- Empower communities through inclusive engagement.
- Build understanding of the effect of intersectional identity on individual experience.
- Address specific barriers and enablers to both prevention and response efforts.

4. Apply trauma-aware and trauma-informed approaches

UNSW aims to provide trauma-aware and trauma-informed services to for those affected by GBV. This includes:

- Ensuring that support services for students and staff affected by GBV are guided by trauma-informed practices, prioritising safety, dignity, and care.
- Adopting trauma-sensitive approaches in UNSW-led investigations into student or staff behaviour related to GBV.
- Building trauma awareness principles into learning and development, to strengthen the ability to respond effectively and compassionately to disclosures.
- Continuously working to strengthen trauma-informed capability across the institution, recognising it as a foundational principle for creating a safe and supportive university culture.

5. Promote agency, empowerment and choice

Helping people feel confident to make their own decisions, take control of their lives, and choose what's right for them is fundamental to effective support for those impacted by GBV. Empowering people to change will includes:

- Educating the UNSW community about the role of attitudes in supporting GBV.
- Raising awareness of their agency to choose behaviours, which can empower individuals to take positive action.

6. Look for impact

UNSW should look for impact in its prevention activities and response services. Doing so helps to:

- Build trust and engagement within the UNSW community
- Demonstrate the effectiveness and reach of prevention efforts
- Contribute to broader societal change through evidence-based practice
- Sharing findings about what works is essential to improving outcomes and supporting societal change.