



# **Gender-based Violence Prevention and Response Action Plan and Outcomes Framework 2026-2030 | Appendices**

# Contents

*Please note, this appendices document starts at Appendix 3. Appendix 1 and 2 have been included within the primary Gender-based Violence Prevention and Response Action Plan and Outcomes Framework 2025-2030.*

<b>Ancronyms</b>	30
<b>Appendix 3: Whole-of-Organisation Assessment</b>	
Introduction	31
Systemic risks, enablers and barriers: Leadership and Institutional Commitment	32
Systemic risks, enablers and barriers: Culture	33
Systemic risks, enablers and barriers: Teaching and Learning	34
Systemic risks, enablers and barriers: Research and Impact	35
Systemic risks, enablers and barriers: Student Life and Accommodation	36
Systemic risks, enablers and barriers: Staff Experience and Engagement	37
<b>Appendix 4: Barriers, gaps and opportunities in relation to disclosures and formal reports and analysis of past data</b>	38
<b>Appendix 5: Whole-of Organisation Mapping Index</b>	40

This appendices outlines information relevant to Monash's Gender-based Violence Prevention and Response Action Plan and Outcomes Framework 2026-2030. The information also supports compliance with the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code).

# Acronyms

<b>CAPS</b>	Counselling and Psychological Services
<b>COO</b>	Chief Operating Officer
<b>CEC</b>	Community Engagement and Culture
<b>CSW</b>	Community Support and Wellbeing, Student Experience Portfolio
<b>DVC(E)</b>	Deputy Vice-Chancellor (Education)
<b>DVC(Int.)</b>	Deputy Vice-Chancellor (International)
<b>DVC(RE)</b>	Deputy Vice-Chancellor (Research and Enterprise)
<b>DVC(SE)</b>	Deputy Vice-Chancellor (Student Experience)
<b>FMNHS</b>	Faculty Medicine, Nursing and Health Sciences
<b>MRH</b>	Monash Rural Health
<b>GBV</b>	Gender-based Violence
<b>HDR</b>	Higher Degree by Research
<b>HR</b>	Monash Human Resources
<b>MEA</b>	Monash Education Academy
<b>MGRO</b>	Monash Graduate Research Office
<b>MSC</b>	Monash Student Communities
<b>MSO</b>	Monash Student Organisations
<b>REDI</b>	Respect, Equity, Diversity and Inclusion
<b>SCU</b>	Safer Community Unit
<b>VCEC</b>	Vice-Chancellor's Executive Committee
<b>CEVAW</b>	Centre of Excellence for the Elimination of Violence Against Women
<b>MGFVPC</b>	Monash Gender and Family Violence Prevention Hub

# Appendix 3: Whole-of-Organisation Assessment

## Introduction

Monash University has a long-standing commitment to preventing and responding to gender-based violence (GBV) and sexual harm. Since the establishment of the Respect. Now. Always. initiative in 2016 and the release of the Change the Course report in 2017, Monash has invested in comprehensive prevention education, trauma-informed response systems, and transparent public reporting. In 2024, the University launched its Strategic Commitment to GBV and Sexual Harm Prevention and Response (2024–2030), articulating a whole-of-organisation approach grounded in intersectionality, evidence, accountability and cultural change.

This whole-of-organisation assessment identifies the systemic risks, enablers and barriers that shape the University's capacity to continue to prevent and respond to GBV across all campuses, delivery locations and student accommodation settings.

Drawing on four years of comprehensive annual reporting (2022–2025), independent reviews of student accommodation environments, extensive community consultation undertaken to develop the GBV and Sexual Harm Prevention and Response Action Plans (2023 and 2025) and data on GBV disclosures and reports received by the Safer Community Unit, this assessment provides a consolidated view of organisational strengths as well as areas requiring targeted action to meet the requirements of the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code).

In addition to the consultation process conducted to develop the new Prevention and Response Action Plan and Outcomes Framework (2026-2030), this whole-of-organisation assessment considered feedback provided by an independent review into prevention and response initiatives and interventions at Monash Student Accommodation (formerly Monash Residential Services) and Mannix College in 2024 has also been considered in the development of this Action Plan and Outcomes Framework.

Monash has laid strong foundations to continue to undertake prevention and response work: a clear strategic mandate, senior-level governance structures, evidence-based prevention programs, trauma-informed response pathways, and a culture of transparency through annual reporting and external review. Taken together, these findings highlight that while Monash has made significant progress in strengthening prevention and response systems, particularly in historically high-risk environments such as student accommodation, ongoing systemic risks require sustained, targeted and whole-of-organisation action to promote safety, equity and accountability across all campuses and communities.

This assessment identifies targeted outcomes across the six domains of Monash's Strategic Commitment to strengthen Monash's whole-of-organisation approach:

- Leadership and Institutional Commitment
- Culture
- Teaching and Learning
- Research and Impact
- Student Life and Accommodation
- Staff Experience and Engagement

The actions identified to fulfill these outcomes build on existing long-term efforts at Monash University and current strengths, while addressing identified risks and barriers, ensuring alignment with the National Code and positioning Monash as a sector leader in GBV prevention and response.

# Systemic risks, enablers and barriers: Leadership and Institutional Commitment

## Systemic Risks

### 1. Fragmentation risk:

The size of Monash as an international university with layered governance structures relevant to GBV (Respect at Monash Advisory Committee, National Code Taskforce, Student and Staff Harassment (SASH) Taskforce Indonesia, Suzhou Respect Committee, Monash Student Accommodation governance) can create a risk of uneven implementation, variability in accountability and gaps between central and local practice.

### 2. Under-reporting and “false reassurance”:

Low formal disclosures (as outlined in Monash’s public sexual harm reporting data from 2017 onwards) relative to national survey prevalence can be misread as low incidence rather than low reporting rates, which can blunt urgency and resourcing.

### 3. Competing priorities and changing environments:

Universities have faced significant regulatory changes in recent years, which can present a risk in shifting strategic agendas and increasing financial pressures, which may dilute sustained focus on GBV prevention and response.

## Enablers

### 1. Strong leadership commitment:

A strong and demonstrated commitment by successive Vice-Chancellors, with significant expertise in GBV, at the University has meant ongoing support for prevention and response work across Monash.

### 2. Explicit whole-of-university commitment:

GBV prevention and response is strategically embedded across the whole organisation, including through Impact 2030, the Equity, Diversity and Inclusion Framework, the Strategic Commitment and Prevention and Response Action Plan and Outcomes Framework (2024–2025 and 2026–2030).

### 3. Centralised policy and practice:

The GBV Policy and Procedure and the Safer Community Unit (SCU) as a single entry point for staff and students for all disclosures and reports of GBV, contributes to reducing fragmentation and clarifying roles.

### 4. Partnerships and collaborations:

Ongoing sector-wide summits, collaborations with peak bodies and subject matter experts (such as Our Watch, WHISE, The ARC Centre of Excellence for the Elimination of Violence Against Women (CEVAW), the Monash Gender and Family Violence Prevention Hub) and other tertiary education providers including the Victorian Tertiary Primary Prevention Network, demonstrates Monash’s leadership and commitment to co-design and collaboration.

### 5. Independent reviews and rolling review commitment for student accommodation:

Independent reviews (Monash University Accommodation and affiliated Mannix College) and a five-yearly review cycle embeds continuous improvement.

## Barriers

### 1. Limited visibility of GBV data at senior leadership levels:

Consultation highlighted the need for more regular, structured reporting of GBV data beyond sexual harm (including GBV-supportive attitudes and disclosures) to Academic Board, Council and senior leaders, and for GBV-related KPIs to be embedded in leadership accountability.

### 2. Resource and capacity constraints:

Sustaining specialist prevention and response capacity (REDI, SCU, student accommodation) at the scale required by the National Code is resource-intensive, and notably broad prevention and response practitioners are already in demand across the wider community (see the [Australian Institute of Health and Welfare](#) for more information regarding the current strains on the Family and Sexual Violence Workforce across Australia).

### 3. Victim-survivor trust and fear of repercussions:

Low conversion from disclosure to formal report, especially where power imbalances (staff–student and supervisory relationships) are present, suggests ongoing concerns about safety, confidentiality and outcomes.

# Systemic risks, enablers and barriers: Culture

## Systemic Risks

### 1. Normalisation of harmful attitudes and behaviours:

Consultation and the independent review of Monash student accommodation identified ongoing risks related to conservative gender norms, gossip, and technology-facilitated abuse, especially for men and international students.

### 2. Intersectional inequities:

Indigenous people, LGBTIQ+ communities, people with disability, international students and those from non-dominant cultural and linguistic backgrounds experience disproportionate risk and barriers to safety, disclosure and support:

- See [National Student Safety Survey](#) quantitative and qualitative report 2021.

### 3. Silencing, stigma, under-reporting and fear of consequences:

Shame, fear of not being believed, concerns about confidentiality, community or family expectations (especially for international, culturally and racially marginalised and Indigenous students), and uncertainty about outcomes inhibit disclosure and help-seeking:

- See [National Student Safety Survey](#) quantitative and qualitative report 2021.

## Enablers

### 1. Intersectional prevention lens:

Respect, Equity, Diversity and Inclusion (REDI) explicitly ground work in intersectionality, socio-ecological models and peer-led approaches.

### 2. Articulated cultural principles:

Respect at Monash commitment and its principles provide a strong cultural frame.

### 3. Positive student accommodation cultural foundations:

The review of Monash student accommodation found high levels of belonging, perceived safety and respect, and strong peer leadership as cultural enablers in student accommodation.

### 4. Peer-led and co-designed initiatives:

Programs such as Eliminating Gender-based Violence Together (EGBVT), Flip the Script with EAAA®, The Masculinities Project (TMP), Dating in Australia (DiA), and student-led activations build peer norms, shared responsibility and visible student ownership of culture change.

### 5. Public transparency and accountability:

Annual reports, public summaries of independent reviews, and sector-facing summits reinforce a culture of openness and accountability.

## Barriers

### 1. Attitude gaps in key cohorts:

Surveys, independent reviews and consultation data show less favourable attitudes among men, heterosexual students, some international cohorts and those influenced by online misogynistic content, requiring more targeted, sustained work.

### 2. Information overload and message fatigue:

Students report being overwhelmed at orientation and may tune out GBV messaging.

### 3. Uneven reach and engagement:

Programs often reach leaders, students living in student accommodation and engaged cohorts more than casualised staff, sessional teachers, offshore students, and students in online or partner-delivered programs.

### 4. Limited cohort-specific messaging:

While intersectionality is named, tailored campaigns for Indigenous, LGBTIQ+, disability and specific culturally and racially marginalised communities (beyond international students broadly) are still emerging.

### 5. Masculinity and backlash dynamics:

Work on masculinities is promising but still small relative to the scale of male-dominated cohorts and potential resistance:

- See [VicHealth evaluation of The Masculinities Project, Our Watch's Men in Focus](#).

# Systemic risks, enablers and barriers: Teaching and Learning

## Systemic Risks

### 1. Classroom and placement harms:

Staff report challenges managing sexism, harassment and disrespect in teaching spaces; students experience GBV in placements, internships, camps and fieldwork where Monash's direct control is limited but duty of care persists.

### 2. Staff capability gaps:

Not all educators feel equipped to respond to disclosures, manage difficult classroom dynamics or integrate GBV-related content in discipline-appropriate ways.

### 3. Placement partner variability:

External placement and internship sites may lack robust GBV responses, accessible reporting pathways or inclusive practice.

## Enablers

### 1. Existing training infrastructure:

Respect at Monash modules (including Higher Degree Research (HDR)-specific), Responding to Disclosures of Sexual Harm, and staff-focused training provide a base for embedding expectations and skills across teaching staff and students.

### 2. Strategic alignment with Impact 2030 and EDI Framework:

Teaching and learning commitments to inclusion, safety and graduate employability create a rationale for integrating GBV prevention into curricula and pedagogy.

### 3. Emerging practice examples:

Consultation identified opportunities and early examples of using case studies, capstone/elective units and discipline-specific framing (e.g. professional ethics, workplace readiness) to embed GBV content.

## Barriers

### 1. Curriculum autonomy and workload:

Decentralised curriculum governance and competing academic priorities can slow or dilute integration of GBV content and expectations.

### 2. Limited central resources for teaching support:

Staff requested more practical tools (slide decks, scenarios, guidance) and a central repository to support consistent, evidence-informed teaching practice.

### 3. Limited intersectional content:

Community feedback includes that curriculum often treats GBV as gendered but not fully racialised, colonially embedded or disability and sexuality-inclusive, limiting relevance for Indigenous Peoples, those from non-dominant cultural and linguistic backgrounds, students with a disability and members of the Rainbow Communities.

# Systemic risks, enablers and barriers: Research and Impact

## Systemic Risks

### 1. Structural bias in research systems:

Funding, supervision and authorship practices can reproduce gendered and racialised power, affecting who researches GBV, whose knowledge counts, and whose experiences are centred.

- See Monash's [Responsible Research Cultures Framework](#) for more information about the University's commitment to addressing structural biases in research

### 2. Under-utilised internal expertise:

While Monash hosts significant GBV research expertise (e.g. CEVAW, MGFVPC), consultation suggests there are further opportunities to continue to integrate further into GBV prevention and response initiatives more consistently.

## Enablers

### 1. Strong research centres and partnerships:

Existing GBV research centres and collaborations with peak bodies position Monash as a sector leader capable of generating and translating evidence into practice.

### 2. Commitment to evaluation:

Programs such as The Masculinities Project (TMP), Flip the Script with EAAA® and Dating in Australia have been evaluated (including by VicHealth), and the review of Monash student accommodation and PRAP and Outcomes Framework consultation emphasise evidence-informed practice and formal evaluation of prevention initiatives

### 3. Annual reporting and policy reform:

Annual reports, the GBV Policy suite and PRAPs and Outcomes Framework create a structured platform for data collection, analysis and public impact.

## Barriers

### 1. Data gaps and inconsistent baselines:

Limited baseline attitudinal data and uneven data collection across the Monash Group and settings constrain robust impact measurement.

### 2. Limited resourcing for systematic evaluation:

Staff highlighted the need for more dedicated capacity to evaluate prevention programs, track longitudinal change and publish findings for sector impact.

### 3. Translation gap:

Research findings (e.g. on program effectiveness, online harms, masculinities) are not always systematically translated into policy, training and governance decisions.

# Systemic risks, enablers and barriers: Student Life and Accommodation

## Systemic Risks

### 1. Heightened risk in student accommodation and social settings:

National and internal data show elevated risk of GBV in student accommodation and social environments (clubs and societies), and events. Regional locations of student accommodation for students on placements in the School of Rural Health creates challenges for accessing support and services.

### 2. Low awareness and use of SCU and reporting pathways:

Students often lack clarity about what SCU does, how and where to access it, what happens after disclosure, and how confidentiality and outcomes are managed. Consultation highlights that the bSafe app and web information are perceived as text-heavy and hard to navigate.

### 3. Cohort-specific vulnerabilities:

International students, HDRs, student leaders, club/society members, athletes and residents face distinct risks and barriers (language, visa concerns, power dynamics, social hierarchies).

## Enablers

### 1. Comprehensive prevention suite for students:

Compulsory online modules (including Respect at Monash) and training (EGBVT, Flip the Script with EAAA®, Sexpectations, DiA, and TMP) provide strong prevention infrastructure across student life. Supported by other activations and campaigns across semesters, multiple touchpoints for student-to-student exist.

### 2. Student accommodation strengths and continuous improvement:

Resident advisers receive extensive training, the independent review highlighted strong student leadership and positive culture indicators. Ongoing actions including a training review, co- designed collateral to promote support and report services and data enhancements will further strengthen accommodation prevention and response.

### 3. Respect Adviser Network pilot:

The Network provides a lower-threshold, relational pathway for students to seek support/referral, particularly for low-level concerns and as a catchment for more serious disclosures.

### 4. Sector collaboration and visibility:

The Victorian Higher Education Summit, external training partnerships and a recently published professional paper extend Monash's influence and reinforce student-facing messaging about safety and respect.

## Barriers

### 1. Sustainability and turnover:

High turnover of student leaders and volunteers makes it hard to sustain institutional memory and consistent standards.

### 2. Engagement and accessibility challenges:

Mandatory online modules can be treated as “tick-box” exercises and some students do not recall content. Time-intensive training can be hard to scale. Events, training and reporting mechanisms may be less accessible for students with disability, caring responsibilities, or off-campus (online study).

### 3. “Humanising” support mechanisms:

Students report difficulty navigating websites, understanding which number to call when, and physically locating SCU; they would like more “human” introductions to staff and processes (videos, bios).

### 4. Technology-facilitated abuse (TFA) and online harms:

Growing TFA, sextortion, deepfakes and manosphere content are not yet fully integrated into all student prevention interventions, leaving a systemic risk gap.

# Systemic risks, enablers and barriers: Staff Experience and Engagemnet

## Systemic Risks

### 1. Uneven capability and confidence:

Not all staff feel confident responding to disclosures, managing classroom or workplace harms, or navigating SCU and HR processes; this is particularly acute for casual staff, HDRs in teaching roles, and staff in residences.

### 2. Workload and emotional labour:

Prevention and response work, especially for student accommodation leaders, student-facing staff and prevention and response teams, carries significant emotional load and time demands, risking burnout and turnover.

### 3. Power hierarchies and precarious work:

Staff–student and staff–staff power imbalances, casualisation and visa-linked employment can deter disclosures and enable harm.

### 4. Inconsistent manager capability:

People managers vary in their understanding of trauma-informed practice, Positive Duty obligations and how to respond to disclosures.

## Enablers

### 1. Policy and framework alignment:

The GBV policy suite, EDI Framework, Gender Equality Action Plan and WGEA reporting (including pay gap reductions and SAGE Athena Swan Silver accreditation) embed gender equity and safety within staff experience.

### 2. Staff training and resources:

Respect at Monash for staff, Responding to Disclosures of Sexual Harm, and leadership programs provide a base for staff capability building.

### 3. Cross-functional collaboration:

Collaboration between REDI, SCU, HR, and student accommodation enables integrated staff-facing messaging and support, including around family violence provisions, flexible work and safe workplaces.

### 4. Centralised SCU role for staff:

Shifting staff sexual harm and family violence matters into SCU aligns staff and student processes and embeds trauma-informed, victim-survivor-centred practice.

## Barriers

### 1. Limited reach and recall of training:

Staff, like students, report that online modules can be “click-through” and not always memorable or behaviour-changing; in-person training is preferred but harder to scale.

### 2. Leadership expectations not yet fully operationalised:

GBV-related KPIs, reporting expectations and explicit leadership obligations are still emerging; without these, staff may perceive GBV prevention as “additional” rather than core to their role.

### 3. Access and trust in support pathways:

Some staff may be uncertain about confidentiality, outcomes and potential career impacts of reporting GBV or sexual harm, which can suppress disclosures and limit organisational learning.

### 4. Limited visibility of outcomes:

While staff disciplinary data is reported in aggregate, many staff do not see clear examples of consequences for perpetrators, which can undermine confidence.

# Appendix 4: Barriers, gaps and opportunities in relation to disclosures and formal reports and analysis of past data

Since 2017, Monash University has progressively expanded its public reporting, moving from basic numerical disclosures to detailed annual reports that cover jurisdiction, recency, disciplinary outcomes and activity across international campuses. This evolution has been accompanied by a shift from fragmented student and staff processes toward a centralised, Safer Community Unit-led model, and from a single Sexual Misconduct Procedure to a comprehensive Gender-based Violence Prevention and Response suite. Together, these changes signal a more coherent, institution-wide approach.<sup>1</sup>

## The Safer Community Unit

The Safer Community Unit (SCU) is the University's central, trauma-informed service for responding to disclosures and reports of gender-based violence, providing a single referral point for students and staff. When someone discloses gender-based violence, SCU will support them no matter where the violence occurred. They will focus on their immediate safety by managing risk and implementing safety measures, connecting them with appropriate supports, explaining internal and external reporting pathways and assisting with formal reporting (where available) if they choose to proceed. SCU also manages third party disclosures by providing information around how to best support the victim survivor, supports those affected by incidents occurring outside Monash jurisdiction and coordinates formal investigations with Student Conduct and Complaints or HR when disciplinary action is sought. Detailed information and resources are provided to students and staff about what attending the SCU service will look like and their options through detailed web resources (including: gender-based violence, sexual harm, family violence, technology-facilitated abuse, stalking).

## Ongoing Support

The CARE Service bolsters this response by coordinating the assessment, referral and ongoing support of both victim-survivors and respondents. The CARE Service was established in 2022 in response to an identified gap in service offerings for victim-survivors as well as respondents, with the purpose of the service being to achieve positive outcomes by supporting students and staff in a trauma-informed and person-centred way that:

- Minimises the potential impacts of formal disciplinary, safety and/or criminal processes.
- Helps them to understand the information, advice and options provided.
- Holistically engages them (through warm and cold referrals) with other support services offered by Monash and external agencies and services.
- Helps them to navigate and make informed decisions about options for advice and support.
- Maintains regular contact and support through check-ins.
- Provides specialist case management support.

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<sup>1</sup> Sources: Annual Report 2022, Annual Report 2023, Annual Report 2024, 2026-2030 PRAP Consultation Summary and Annual Report 2025 (forthcoming).

## Patterns in Disclosures and Formal Reports

Despite these improvements, the caseload remains both stable and concerning with 197 GBV incident/s disclosed/reported in 2025. Of that number, 81 disclosed family violence and 103 sexual harm. Formal reports represent only a small proportion of the University community, and qualitative evidence alongside national surveys indicates significant under-reporting, particularly among marginalised and underrepresented cohorts. Within student disciplinary processes, only a fraction of incidents disclosed that are within jurisdiction progress to formal action with 6 disclosures progressing to formal reports. This is shaped by victim-survivor choice but influenced by systemic, societal barriers and challenges<sup>2</sup>. Where matters do proceed, sanctions range from warnings and non-contact directions to consent-related training, suspension and, in some cases, exclusion. A clear gendered pattern persists: most respondents are men; and a substantial proportion are international students, underscoring the need for culturally responsive and visa-aware approaches.

Staff disciplinary matters show a different pattern, with a higher proportion of reports progressing to formal investigation. Outcomes include dismissal, non-contact directions and mandated training. However, some staff resign during or after investigations, limiting the University's ability to impose sanctions and raising broader concerns about portability of risk across the sector.

## International and Accommodation Contexts

International campuses and student accommodation settings add further complexity. Localised structures in Malaysia, Indonesia and Suzhou mirror SCU principles but operate within distinct cultural and regulatory contexts.

Student accommodation environments, while generally assessed as positive, continue to show persistent experiences of GBV with high rates of informal resolution being sought from victim-survivors as opposed to formal disciplinary action against perpetrators. This presents challenges, and highlights the criticality of safety and risk assessment and management, to promote the safety of the wider student community.

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<sup>2</sup> See [National Student Safety Survey](#) quantitative and qualitative report 2021, and as reflected in Monash specific data from the survey.

<sup>3</sup> During the [2019/2020 re-registration process with TEQSA](#), Monash was commended for demonstrating “a commendable commitment to prevent and respond to sexual assault and sexual harassment.” Monash was repeatedly mentioned throughout the TEQSA [Good Practice Note](#) and Universities Australia's [Good Practice Guide](#).

## Barriers and Intersectionality

Across the system, barriers to disclosure remain. Intersectional factors shape these barriers: Indigenous students and staff face deep-rooted mistrust of institutions; culturally and linguistically diverse and international communities navigate visa insecurity, language barriers and stigma; people with disability encounter access challenges and compounded fear disbelief; and LGBTIQ+ community members may fear outing or minimisation of harm. Process complexity, fear of retaliation and confidentiality breaches, particularly in small academic units, labs, residences and among HDRs and casual staff, further suppress reporting.

System-level gaps also limit effectiveness. Public reporting does not yet routinely disaggregate data by gender identity, Indigenous status, disability, sexuality or cultural background, constraining intersectional analysis. Narrative transparency about what happens when someone reports remains limited, and data systems across the University are not yet fully integrated into a single risk picture.

## Opportunities

Despite barriers and gaps, in analysing past data related to disclosures and reports a series of opportunities are also clear. Monash has a clear opportunity to continue to increase disclosures, particularly from staff, related to sexual harm and gender-based violence. Significant progress has commenced in relation to this, with the establishment of the Respect Adviser Network in 2025, but Monash can continue to grow these through nuanced, cohort-specific communications and messaging to build trust and further prevention. Strengthened visibility of the SCU, and enhanced data standardisation across all Monash campuses and teaching locations, is a further key opportunity. These opportunities will be further realised through alignment of staff and student reporting processes under a single, trauma-informed referral and triage framework and the new Group-wide Gender-based Violence Prevention and Response Policy Suite.

The University is well-positioned to enhance accountability and sector leadership by continuing to expand monitoring and evaluation, publishing regular progress updates, and leveraging its role as a sector leader<sup>3</sup> to continue to support the higher education sector in progressing best practice, evidence-based prevention and response.

# Appendix 5: Whole-of-Organisation Mapping Index

#	Code Section	Sections within the Document	Page Number
	A Provider must, led by its Higher Education Principal Executive Officer, prepare, implement and publish on its website a Whole-of-Organisation Prevention and Response Plan that:		
1.4	(a) Records the Provider's Whole-of-Organisation approach to preventing and responding to Gender-based Violence, including in any Student Accommodation which the Provider directly owns, operates and/or manages, that prioritises the safety and support of its Students and Staff.	Governance section describes the prevention and response structures in place, "How Monash will do this work" outlines a framework describing prevention and response across six domains, across the Monash Group-wide. "Culture" (Domain 2) and "Student Life and Accommodation" (Domain 5) describes prevention and response actions across Monash accommodation facilities.	9-11, 16, 20-21
	(b) Responds to Gender-based Violence wherever it is experienced by the Provider's Students and Staff.	Governance section outlines SCU as a single entry point for group wide gender-based violence disclosures and reports, outlined in Prevention Framework across Monash Group, and in Appendix 4 in response pathways and scope.	9-11, 38-39
	(c) Addresses the factors that drive and contribute to Gender-based Violence, as well as any factors relevant to the Provider's context.	Monash context is outlined noting relevant local factors, evidence section outlines the drivers of gender-based violence, "Culture" (Domain 2) section outlines actions targeting attitudes/norms.	5, 7-8, 16-17
	(d) Records how the Provider will implement the requirements in the Code, including in any Student Accommodation which the Provider directly owns, operates and/or manages.	Outlined in Governance section via the National Code Taskforce & compliance program), stipulated in the Phased Approach section, Phase 2, (alignment with Code in Phase 2), Action Plan domain tables indicate timeframes, "Culture" (Domain 2) and "Student Life & Accommodation" (Domain 5).	9, 12-22
	(e) Includes a Whole-of-Organisation assessment, which includes any Student Accommodation which the Provider directly owns, operates and/or manages, that identifies systemic risks, enablers and barriers to preventing Gender-based Violence.	Outlined in Appendix 3: Whole-of-Organisation Assessment.	31-37
	(f) Includes actions that will be taken in response to findings of the assessment.	Action Plan and Outcomes Framework across Domains 1-6 (actions, indicators, timeframes).	13-22

#	Code Section	Sections within the Document	Page Number
1.4	A Provider must, led by its Higher Education Principal Executive Officer, prepare, implement and publish on its website a Whole-of-Organisation Prevention and Response Plan that:		
	(g) Includes a gender equality action plan, which the Secretary may require to be prepared in a prescribed manner and form.	Phased Approach outlines a Gender Equality Action Plan 2026–2030, in line with Gender Equality Act (Vic) for staff facing initiatives. Student primary prevention/gender equality actions captured in “Student Life & Accommodation”(Domain 5).	12, 20-21
	(h) Reflects the needs, experience and agency of all members of the Provider’s community, particularly those members who are disproportionately affected by Gender-based Violence, including women, Indigenous people, culturally and linguistically diverse communities, people with disability and people of diverse sexual orientation and gender identity.	The Principles section describes intersectional approach, consultation process outlined, “Culture” Domain 2 and “Student Life & Accommodation” Domain 5 emphasise codesign.	6, 13, 16-17, 20-21
	(i) Is developed in respect to its design and implemented through engagement and collaboration with Students and Staff, including those who have experienced Gender-based Violence.	Consultation process and findings section, Domains 2, “Culture” and 5 “Student Life & Accommodation”.	13, 16-17, 20-21
	(j) Is informed by the Provider’s analysis of available data or other relevant publicly available data, as reported to the Secretary under Standard 6.	“How we will measure impact” section and Appendix 4.	13, 38-39
	(k) Includes a systemic review and analysis of the Provider’s responses to Disclosures and Formal Reports to identify barriers, gaps and opportunities for improvement.	Appendix 4 (detailed review of SCU/CARE, disciplinary pathways, gaps, opportunities).	38-39
	(l) Is informed by available and relevant domestic and international evidence about the nature and extent of Gender-based Violence.	“The evidence” section (ABS, Our Watch, UN Women, ANROWS; international data).	7-8
	(m) Is endorsed by the Provider’s Governing Body.	“The evidence” section (ABS, Our Watch, UN Women, ANROWS; international data).	7-8



**MONASH**  
University

## **Further Information**

### **Respect, Equity, Diversity and Inclusion**

Portfolio of the Deputy Vice-Chancellor (Education)

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[monash.edu/respect-at-monash](https://monash.edu/respect-at-monash)