

Wellbeing Framework

2026–2028

QUT

QUT



the university
for the real world®

Sponsor's introduction

At QUT, we recognise that a thriving university is built on the wellbeing of its people.

As Registrar, I am proud to introduce this next iteration of our *Wellbeing Framework*, an ambitious and collaborative roadmap that reinforces our commitment to nurturing a healthy, connected and supportive university community.

Since the launch of our first strategy in 2022, faculties and divisions have embraced opportunities to embed wellbeing into daily practice, creating meaningful change for both students and staff. As we further embed the principles of our *Wellbeing Strategy* across the university we will transition to a Wellbeing Framework that builds on that momentum, guided by best practice and a whole-of-university approach that acknowledges the many factors—social, physical, organisational and cultural—that influence our health.

The challenges facing universities today are complex. By working together, we can enable students and staff to thrive and reach their potential.

I look forward to seeing the impact of this framework unfold over the coming years, as we continue to place health and wellbeing at the heart of our university.



Leanne Harvey
Vice-President
(Administration)
and University Registrar

QUT acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning.



Our vision

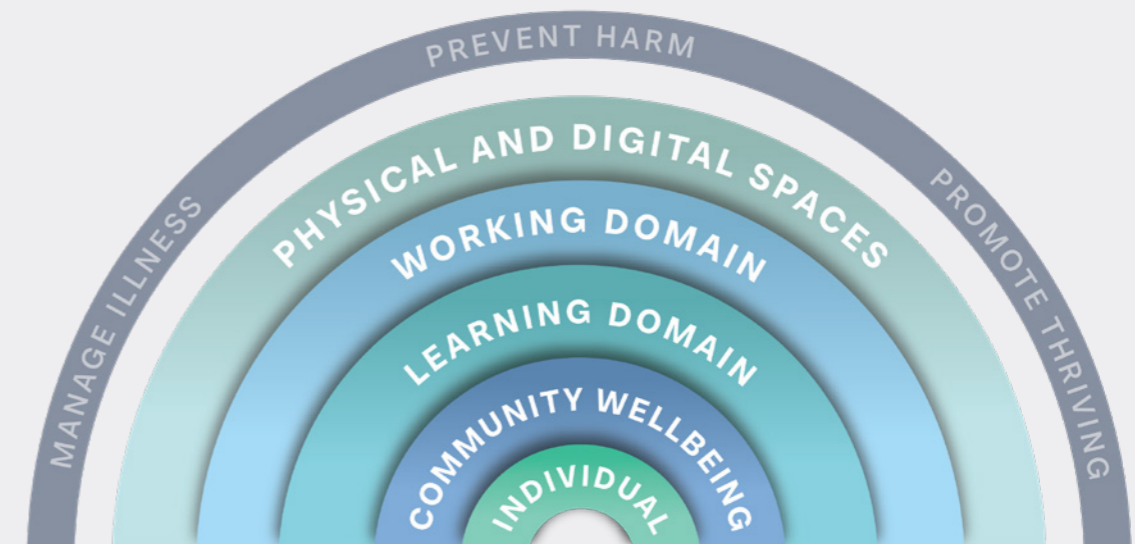
QUT strives to be a university where health and wellbeing are part of everyday life, enabling students and staff to thrive and succeed to their best potential.

Our approach

The Health Promoting University approach—grounded in socio-ecological models of health—takes a whole-of-system view to embed health and wellbeing across all aspects of university life. Rather than focusing solely on individual behaviour, it addresses the social, physical, organisational and cultural factors that influence wellbeing, drawing on international and national frameworks to guide action for both students and staff. The framework focuses on health and wellbeing and encompasses:

- managing illness: addressing health problems, responding to crises and reducing barriers to optimal health and wellbeing
- preventing harm: protecting health and wellbeing by reducing risk factors
- promoting thriving: optimising health and wellbeing by building on positive elements, strengths and capacities.

Wellbeing Framework



Focus areas

1. Individual wellbeing

Education, skills and services. While wellbeing is shaped by broader systems, environments and culture, individuals are also responsible for their own health. We recognise the importance of equipping students and staff with the knowledge, skills and services to care for their own wellbeing.

2. Community wellbeing

Relationships and culture. We know that quality relationships and an inclusive culture promote wellbeing. We are committed to creating a culture where our staff and students belong, relationships are nurtured, diversity is embraced, and everyone has the opportunity to contribute to a vibrant and supportive community.

3. Learning domain

The learning environment—the way we design and deliver education—plays a critical role in shaping student wellbeing. It influences not only academic success, but also key drivers of wellbeing such as belonging, self-efficacy, autonomy, connection, purpose and optimal challenge.

4. Working domain

The way we experience work—its demands, purpose, relationships and environment—has a profound impact on our wellbeing. In the complex setting of a university, it's essential to create a work environment where all staff feel supported to do their best work and look after their wellbeing.

5. Physical and digital spaces

We recognise that wellbeing is not only shaped by programs and services, but also by the physical and digital spaces that surround us on campus. By creating inclusive, connected and restorative environments, we can enhance belonging, reduce stress and enable our community to thrive.

Framework on a page

1. Individual wellbeing

- 1.1** Increase opportunities for students and staff to develop mental health literacy and skills.
- 1.2** In alignment with the *Equity Framework* (EF) (in development), enhance student services to support students from priority groups.
- 1.3** In alignment with the *Student Support Services Framework* (SSSF) (1.1), define and document health and wellbeing services that are available to staff and students to support student success.
- 1.4** Ensure online health and wellbeing information is maintained, up to date and consistent, and is organised based on student and staff needs.
- 1.5** In alignment with SSSF (3.2) establish agreed metrics to measure impact of health and wellbeing offerings, monitor effectiveness and report on performance.
- 1.6** Provision of enhanced cultural and pastoral support services to Indigenous Australian students to enhance wellbeing and engagement.

2. Community wellbeing

- 2.1** In alignment with the EF, celebrate diversity and create a genuine sense of safety and belonging by implementing relevant strategies, frameworks and actions.
- 2.2** Continue to deliver and enhance programs and events that promote connection, belonging and inclusion.
- 2.3** Increase engagement of student associations and groups, to initiate and implement peer-peer mental health promoting activities, campaigns and resources.
- 2.4** Continue to deliver and evaluate communication campaigns for students and staff that raise awareness of mental health and wellbeing support, and build wellbeing literacy.
- 2.5** Build a staff health and wellbeing community of practice and ambassador network to share expertise and good practice across the university.
- 2.6** Build an ecology of Indigenous Australian student leaders through cultural empowerment and personal development.
- 2.7** Foster and promote a strong sense of community and solidarity among Indigenous Australian staff and students across the university.

3. Learning domain

- 3.1** In alignment with the *Real World Learning Framework* (RWLF), continue to create inclusive environments that empower strong, supportive and healthy learning communities.
- 3.2** Provide scaffolding and resources to build staff capacity to appropriately recognise, respond and refer students in distress, and implement trauma informed practices.
- 3.3** Continue to include and report on wellbeing metrics in the *Student Experience Survey*.
- 3.4** Provide students with purposeful and inclusive learning opportunities that enhance their understanding of Australia's Indigenous people by supporting academic and professional staff to build their capacity to embed Aboriginal and Torres Strait Islander knowledge and perspectives into teaching, learning, curriculum and assessment.

4. Working domain

- 4.1** In alignment with the *People and Culture Strategy* (PCS), foster a people-focused culture, enhancing collaboration, inclusion, creativity and wellbeing.
- 4.2** Continue to provide staff with effective, accessible support and proactive interventions to help them improve their own mental health and wellbeing.
- 4.3** In alignment with the PCS, Human Resources will collaborate with Health, Safety and Environment to promote a holistic approach to wellbeing, safety and work, including psychosocial safety.
- 4.4** In alignment with the PCS, continue ELT leadership commitment to develop and foster culture and values collectively and within their respective areas.
- 4.5** Recognise and celebrate staff by including 'Health and Wellbeing' as a category of excellence in the Vice-Chancellor's Awards for Excellence.
- 4.6** Promote and support Indigenous Australian staff to apply for and be granted access to their cultural leave entitlement.
- 4.7** Develop and implement an Indigenous-specific anti-racism action plan including cultural safety training that addresses the impact of racism.
- 4.8** Engage local HSE committees to deliver wellbeing actions in their local areas.

5. Physical and digital spaces

- 5.1** Apply wellbeing design principles to the design and development of new physical and digital spaces.
- 5.2** Include wellbeing impact considerations in relevant decision-making processes governing physical and digital infrastructure investments.
- 5.3** Create a sense of belonging and place for Indigenous Australian staff, students and community through reflecting the culture and history of Indigenous Australians in the physical environment of both campuses in alignment with the *Campus to Country Positioning Strategy*.

Outcomes



Increased perception that QUT values wellbeing.



Improved sense of belonging among students and staff.



Physical and digital environments that promote wellbeing.



A safe, supportive and health-promoting culture.



High wellbeing literacy among students and staff.



Improved student and staff experience.

Building on past success

Since the launch of the first *QUT Health and Wellbeing Strategy* in 2022, significant strides have been made toward fostering a thriving university community. This next iteration and transition to a framework builds on those achievements, reflecting a shared commitment across the university to enhancing the wellbeing of both students and staff. At its core is a continued emphasis on collective responsibility with clear, actionable steps for teams across QUT to implement over the next three years.

Key drivers

Our framework is supported by a range of strategies, frameworks and actions plans such as:

- *Connections — QUT Strategy 2023–2027*
- *QUT People and Culture Strategy*
- *Indigenous Australian Employment Strategy*
- *Student Support Services Framework*
- *QUT Master Plan* (in development)
- *QUT Sport Strategy*
- *Administrative Division Operational Plan*
- *The Equity Framework* (in development).

Delivering our framework

Oversight of framework implementation will be led by the Vice-President People and Chief People Officer. To achieve the outcomes of this framework, the implementation will involve a whole-of-university approach with shared commitment, responsibility and accountability to deliver successful outcomes. The Health Safety and Environment Department will coordinate activity and monitor and report on progress of actions contained in the framework.

Glossary of terms

Wellbeing is a holistic and subjective concept that refers to how people feel and function across all areas of life such as emotional, psychological, social, cultural, spiritual and physical domains.

Health is a component of wellbeing and refers to 'a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity' (WHO).

Mental health is a core part of overall health and is also a key contributor to overall wellbeing. It refers to an individual's psychological and emotional wellbeing and impacts how we think, feel and act.

Wellbeing literacy is the vocabulary, knowledge and skills needed to maintain or improve the wellbeing of oneself, others and the wider community. It includes the capacity to understand, communicate and act in ways that promote wellbeing in contextually relevant ways.

Health promotion is the process of enabling people to increase control over, and improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions that impact health outcomes and inequities.

Acronyms: SSSF: Student Support Services Framework, PCS: People and Culture Strategy, EF: Equity Framework (in development), RWLF: Real World Learning Framework



