CRICOS Provider No. 00103D | RTO Code 4909 | TEQSA No. PRV12151 (Australian University)

# **Gender Impact Assessment (GIA) Template**

A Gender Impact Assessment (GIA) **must be completed when developing or reviewing any policy, program or services which has a direct and significant impact on the public**. This includes potential and current students, visitors to our campuses, including members of the general public and customers of our services and facilities. This is a mandatory requirement under the [Victorian Gender Equality Act 2020.](https://www.legislation.vic.gov.au/as-made/acts/gender-equality-act-2020)

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| To check if a GIA is required for your policy, program or service, refer to the Gender Impact Assessment procedure. |

Gender Impact Assessments are to be completed as per the Gender Impact Assessment procedure.

If you have any questions in relation to the completion of your GIA, please contact the People Consultancy team.

Completed GIA must be emailed to [od@federation.edu.au](mailto:od@federation.edu.au)

## Policy, program or service details

|  |  |
| --- | --- |
| **QUESTION** | RESPONSE |
| TITLE: What is the name of the policy, service or program that is being developed or reviewed? | *Title* |
| SUBJECT: Is the subject of this GIA a policy, program or service? | *Please select from the following dropdown menu:*  Choose an item. |
| DESCRIPTION: | *Provide a brief description of the policy, program or service subject to this GIA.* |
| STATUS: Is this policy, program or service new, or up for review? | *Please select from the following dropdown menu:*  Choose an item. |
| Contact person | *Name, role, email address* |
| Key stakeholders | *List the name and role of any other people who were involved in this assessment, and/ or who are required to approve the implementation of your recommendations.* |
| Date completed | *Either record the timeframe you plan to finalise this assessment, or the completion date.* |

## Step 1: Determine if a gender impact assessment is required

In accordance with the Victorian [Gender Equality Act 2020](https://www.legislation.vic.gov.au/as-made/acts/gender-equality-act-2020), a gender impact assessment is required when reviewing or developing a policy, program or service with a ***direct and significant impact*** on the public.

Use the following matrix to determine whether a policy, program or service has a direct and significant impact on the public (including potential and current students):

### The GIA decision matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACTOR** | | **SCORE** | | |
| **1** | **2** | **3** |
| **Target audience** | Will this policy, program or service indirectly or directly impact the public and/or our students?  (*Scoring: 1 = no impact, 2 = indirect impact, 3 = direct impact*) |  |  |  |
| **Number of people** | How many people do you estimate will be impacted by this policy, program or service?  *(Scoring: 1 = 0 –10, 2 = 11 – 50, 3 = 50+)* |  |  |  |
| **Nature of impact** | Will this policy, program or service impact on marginalized groups or a specific community/location in our area?  (*Scoring: 1 = no, 2 = possibly/not sure, 3 = yes*) |  |  |  |
| **Duration / Time** | What is the total duration of this policy, program or service?  *(Scoring: 1 = one-off / less than a day, 2 = occasionally, 3 = ongoing)* |  |  |  |
| **Total** | \_\_\_\_\_ out of a maximum score of 12. |  | | |

The table below indicates the scale to which you should conduct your gender assessment:

|  |  |  |
| --- | --- | --- |
| **TOTAL SCORE** | **GENDER IMPACT ASSESSMENT REQUIRED?** | **RECOMMENDATION** |
| 4 – 5 | **No** | Indirect and low impact on the public and/or our students. |
| 6 – 9 | **Recommended** | Moderately direct and medium level impact on the public and/or our students. |
| 10 - 12 | **Yes** | Direct and significant impact on the public and/or our students. |

### Advise the People Consultancy team of the outcome of your GIA decision matrix.

* If a gender impact assessment is ***not*** required for your PPS, please complete Step 1 of this template and return to [od@federation.edu.au](mailto:od@federation.edu.au)
* If a gender impact assessment is ***recommended*** for your PPS, contact the People and Consultancy team for further advice.
* If a gender impact assessment is ***required*** for your PPS, please complete the remainder of this template using the Gender impact assessment procedure for guidance.

## Step 2: Define the purpose of your PPS and challenge assumptions regarding its impact

1. Identify the purpose of your policy, program or service (PPS). What is the problem you are aiming to solve? Who is the target group for your PPS?
2. Consider how your policy, program or service (PPS) will impact groups other than your target group within the community in terms of gender and inclusivity.

**👍GIA TIP**: The best way to challenge gender-based assumptions is to consult with people from different backgrounds with a diverse range of professional and life experiences.

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| 1. **Identify the purpose** | |
| Why is this policy, program or service (PPS) needed? | *Briefly outline* |
| Who from the public (including students) does your PPS target and impact? |  |
| 1. **Identify the potential impact and challenge assumptions**   For each of the groups listed below, consider:   * What specific needs might they have relating to your PPS? * How might their social roles and responsibilities affect the way they access and use your PPS? | |
| Men, women and gender diverse people |  |
| People who identify as Aboriginal or Torres Strait Islander |  |
| People with disability |  |
| People with different cultural identities |  |
| People of different ages |  |
| Members of the LGBTIQA+ community |  |
| People of different religions |  |
| Any other group to be considered (eg. based on location, access to transport, socio-economic status, etc) |  |

## Step 3: Understand your context by collecting evidence

1. What evidence and data might you need to help you assess your PPS from a gender and intersectional perspective?
2. Where and how did you source your evidence and data?
3. What were your findings from your evidence and data collection and analysis?

**👍GIA TIP**: Refer to the last page of this template for links to some useful sources of gender data to assist you in your research.

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| 1. **Evidence and data required**   What evidence and data would help you to understand in more depth:   * + Who is likely to be affected by your PPS?   + The lived experience and needs of gender and diverse groups within your community? |
|  |
| 1. **Evidence and data collection**   Where and how did you source your evidence and data? Provide a summary of each source and/or method used:   * Internal data * Desktop research * Stakeholder engagement |
|  |
| 1. **What were the findings from your research?**   Provide a summary of the gender and intersectional issues and needs you have identified that will help shape your PPS. |
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## Step 4: Analyse your options

In this section, document the options for the development of your PPS.

For each option:

* describe the proposed policy solution, or design of the program or service you are working on.
* use your analysis from the previous steps to identify the potential benefits and costs of each option through a gendered and intersectional lens.
* assess the overall gender impact of each option.
* assess the intersectional impact of each option.

**NOTE**: If your policy, program or service will have a **major** impact, identify at least two options.

**👍GIA TIP**: The Gender Equality Act requires you to show how your program, policy or service will:

* meet the needs of persons of different genders;
* address gender inequality;
* and promote gender equality.

Aim to address these specific criteria when you are identifying the benefits of each option.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option 1:** | | | |
| **Description** | | | |
| *Describe your proposed solution to the issue(s) you have identified and the target group(s) it will benefit.* | | | |
| **Gendered benefits and costs** | | | |
| Benefits: | | Costs and risks: | |
| *List* | | *List* | |
| **Overall gender impact** | | | |
| Positive | Negative | | Neutral |
| **Intersectionality considered** | | | |
| Yes | | No | |
| If **yes**, explain how an intersectional lens was applied while completing the GIA; if **no**, explain why this was not practicable: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Option 2:** | | | |
| **Description** | | | |
| *Describe your proposed solution to the issue(s) you have identified and the target group(s) it will benefit.* | | | |
| **Gendered benefits and costs** | | | |
| Benefits: | | Costs and risks: | |
| *List* | | *List* | |
| **Overall gender impact** | | | |
| Positive | Negative | | Neutral |
| **Intersectionality considered** | | | |
| Yes | | No | |
| If **yes**, explain how an intersectional lens was applied while completing the GIA; if **no**, explain why this was not practicable: | | | |

## Step 5: Make recommendations

Based on your research findings and the cost benefit analysis of your options, what are your final recommendations regarding your PPS? Provide a rational for the proposed recommendation and include any mitigation strategies to help avoid any harmful unintended outcomes.

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| 1. **Recommendation**   Based on the evidence you have gathered, describe your final recommendations regarding your PPS.  Include the reasoning behind your recommendation. |
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| 1. **Mitigation strategies**   Describe any recommended mitigation strategies to ensure your PPS meets the needs of different genders and diverse groups within the community, addresses gender inequality and promotes gender equality. |
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**Gender data and resources to assist in completion of Step 3:**

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| --- | --- |
| **State** | **Ballarat & Horsham** |
| [Australian Bureau of Statistics – Gender indicators](https://www.abs.gov.au/statistics/people/people-and-communities/gender-indicators)  [Australian Bureau of Statistics – Aboriginal and Torres Strait Islander peoples](https://www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples)  [Australian Bureau of Statistics – LGBTI+ in Australia](https://www.abs.gov.au/statistics/people/people-and-communities/estimates-and-characteristics-lgbti-populations-australia/latest-release#:~:text=An%20estimated%20738%2C800%20Australians%20aged,people)%20are%20gay%20or%20lesbian)  [Australian Institute of Health and Welfare – Profile of First Nations people](https://www.aihw.gov.au/reports/australias-welfare/profile-of-indigenous-australians)  [Gender Equality Commission – Data sources for GIA](https://www.genderequalitycommission.vic.gov.au/data-sources-conducting-gender-impact-assessment)  [Gender Equality Commission – Insights and research](https://www.genderequalitycommission.vic.gov.au/insights-and-research)  [Victorian Women’s Health Atlas](https://victorianwomenshealthatlas.net.au/" \l "!/) | [City of Ballarat: Intercultural Competence Trainers Manual](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.ballarat.vic.gov.au/sites/default/files/2021-04/COB%20IC%20Trainers%20Manual_FA_SMALL.pdf)  [Ballarat Community Directory](https://www.mycommunitydirectory.com.au/Search/Directory?what=LGBTI&where=Ballarat%20City%20&service=0&category=0&radius=50&council=507&state=VIC&shiftCategory=0&PageNo=1)  [Horsham Community Directory](https://www.mycommunitydirectory.com.au/Victoria/Horsham)  [Grampians Region: Communities of Respect and Equality (CoRE)](https://whg.org.au/our-work/violence-against-women/communities-of-respect-equality-core/)  [Taking action to end violence against women (CoRE)](https://whg.org.au/download/15097/?tmstv=1727924981) |
| **Berwick** | **Gippsland** |
| [City of Casey: Community resources and supports](https://www.casey.vic.gov.au/community-resources-supports)  [City of Casey Community Directory](https://www.mycommunitydirectory.com.au/Victoria/Casey)  [Women’s Health in the South East (WHISE)](https://whise.org.au/) | [Latrobe City Council Community Group Directory](https://www.latrobe.vic.gov.au/Community/Community_Group_Directory)  [Latrobe City Council Cultural Diversity Action Plan 2020-2024](https://www.latrobe.vic.gov.au/sites/default/files/Cultural_Diversity_Action_Plan_2020-2024.pdf)  [Gippsland Women’s Health](https://gwhealth.asn.au/) |
| **Federation University** | |
| [Higher Education Student Demographics](https://app.powerbi.com/groups/me/apps/13a5cca3-0d8c-4b29-a08c-944c86902cd0/reports/dc90c262-2e42-4c8e-a1cb-2722ae7740d9/ReportSection1ad931b4d9bc4c7bdcb0?experience=power-bi)  [TAFE Student Demographics](https://app.powerbi.com/groups/me/apps/13a5cca3-0d8c-4b29-a08c-944c86902cd0/reports/0a0869c3-eda5-4e4a-be9f-51c49df2ccf2/ReportSection051ea0ce262bd3603a94?experience=power-bi) | |