Respect and Equality icon and the Our Watch brand logo.

SELF ASSESSMENT TOOL FOR TAFES

Our Watch  
Respect and Equality

Our Watch acknowledges the support of the Victorian Government in the development of the Respect and Equality Framework.

Our Watch acknowledges the support of the Department of Social Services.

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A hand drawn map of Australia and the Torres Strait Islands.

Our Watch acknowledges the Traditional Owners of the land across Australia on which we work and live. We pay respects to Elders past and present and recognise the continuing connection Aboriginal and Torres Strait Islander people have to land, culture, knowledge, and language for over 65,000 years.

As a non-Aboriginal organisation, Our Watch understands that violence against Aboriginal and Torres Strait Islander women and children is an issue for the whole community. As highlighted in Our Watch’s national resource Changing the picture, the evidence clearly shows the intersection between racism, sexism, and violence against Aboriginal and Torres Strait Islander women.

Our Watch has an ongoing commitment to the prevention of violence against Aboriginal and Torres Strait Islander women and children, who continue to suffer from violence at a significantly higher rate than non-Aboriginal women. We acknowledge all Aboriginal and Torres Strait Islander people and organisations who continue to lead the work of sharing knowledge with non-Indigenous people and relentlessly advocate for an equitable, violence-free future in Australia.

# Acknowledgement of Country

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# Assessing progress across the five domains

This document provides examples of the goals and actions that can be taken across the five domains of TAFE to promote gender equality and prevention of violence against women. It can be used to help you assess current efforts within your institution as well as to identify future opportunities to progress this work.

The domains are the five key areas of a whole-of-TAFE approach for preventing violence against women:

**Workplace**

**Students**

**Teaching and learning**

**Communications**

**Industry and community**

The goals and actions listed here are suggestions based on best practice evidence and have been provided to support your scoring process. However, you may identify additional opportunities not included here. It might seem overwhelming as you work through each of the goals and examples, but it is important to remember that this is not a checklist and you should not feel you need to complete every single goal and action as part of yourRespect and Equality action plan.

Following each domain, you will find an *Individual scorecard* to complete, based on your assessment of how your institute is doing in this domain. This is intended to support your participation in the group discussion and provide the facilitator with additional information that may not be covered during the group discussion. At the end of the session, you will hand the *Individual scorecard* to the facilitator to assist in collating information from the session.

## Domain 1: Workplace

Our workplace prioritises gender equality and all staff are supported to be safe, respected and have equal opportunities at work.

Table 3: Example of goals under the workplace domain

| Goals | Examples of actions |
| --- | --- |
| * 1. Our leadership team demonstrates proactive commitment to gender equality and preventing violence against women. | We have a leadership statement about our commitment to preventing violence against women and it references gender inequality as a driver.  Leaders appear to be well informed about violence against women and its drivers as well as their legal obligations in relation to gender equality.  Board members and staff leaders challenge gender stereotypes and discrimination and consistently model respectful and equal relationships with all staff and stakeholders.  Board members and staff leaders use their public profiles to externally promote their commitment to gender equality and preventing violence against women.  The responsibilities of leaders to model respectful and equal relationships is reflected as KPIs in their work plans, performance plans and position descriptions.  Board members and staff leaders use their leadership roles internally to reinforce and resource the institution’s commitment to preventing violence against women.  Leaders of all genders model the use of flexible work options.  All staff are actively supported to balance work, education and care responsibilities.  When responding to internal and external incidents, issues or complaints, leaders reinforce perpetrator accountability, do not minimise or justify violence in any way and confirm the workplace’s commitment to preventing violence and promoting gender equality. |
| * 1. Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women. | Our strategic plans, objectives, values are embedded as defined goals towards promoting gender equality in our workplace, acknowledging that gender equality benefits everyone, regardless of gender identity, race, age, disability, class or sexuality.  Policies and procedures are in place and promoted to ensure all staff know their rights, entitlements and obligations, and how to access support.  Policies and procedures are in place regarding the prohibited use of TAFE and university resources, including electronic resources, to commit violence, bullying and sexual harassment.  All policies and procedures are regularly reviewed to identify gaps and opportunities to address gender inequality and violence against women, including where inequality is experienced differently by women, men and gender diverse people from different population groups.  The staff code of conduct includes gender equality and makes clear that sexist or discriminatory language, comments, gestures and images are unlawful and unacceptable.  Induction and orientation processes include our organisation’s position on gender equality and violence against women, and refers staff to policies related to gender equality, respect and complaints mechanisms.  A monitoring mechanism is in place to ensure that staff complaints or concerns are taken seriously and responded to in a timely and appropriate manner. |
| * 1. We have structural support for women’s leadership, including the provision of leadership and promotional opportunities for part-time staff. | We have a women-in-leadership program which supports women applying for promotion and provides opportunities to network and develop leadership skills.  A gender equality perspective is embedded across recruitment, remuneration and promotion processes to ensure women are not disadvantaged.  Policies and procedures are deliberatively reviewed to check for barriers to women’s employment, promotion and professional development, such as leadership roles only going to full time-employees.  Strategies are developed to remove inequitable barriers to women’s promotion (e.g., career interruption impediments, underemployment and casualisation of the workforce).  Our policies, programs and strategies consider which women are more likely to be represented in leadership roles and which women are not, and have measures to address intersecting forms of discrimination such as racial or disability bias. |
| * 1. We have dedicated resources and budget to actively promote and monitor actions to prevent violence and address gender inequality, and to support those who disclose violence within our educational institution. | There is budget and staff time allocated to gender equality and violence prevention.  A working group has been established to progress violence prevention actions and initiatives.  Accountability measures are in place for key gender equality progress indicators (both mandated and voluntary) that monitor, report on and drive ongoing action.  Actions to promote gender equality and the prevention of violence against women are included in workplans and performance appraisals for senior staff and leaders (e.g., process to avoid bias, active support for flexible work options, etc.).  Data is collected annually to track the progress of gender equality in our workplace, including whether progress is experienced equally by women, men and gender diverse people from different population groups.  We participate in prevention of violence against women activities such as 16 Days of Activism against Gender-Based Violence.  Criteria for gender equality and prevention of violence against women are built into procurement, tendering or competitive bidding processes. |
| * 1. Staff across our institute understand the importance of promoting gender equality and feel confident and supported to challenge sexism and raise concerns related to gender and discrimination. | We have the partnerships, systems and appropriately trained staff to respond promptly and appropriately to complaints and claims of violence, bullying or sexual harassment.  Sexism is challenged in the workplace and learning environment, and staff who raise concerns are not ignored or penalised, regardless of their employment status.  There is mandated training on gender equality and understanding the drivers of and actions to prevent violence against women for all staff.  Professional and teaching staff consistently model the organisation’s commitment to gender equality in their interactions with other staff and with students.  Monitoring processes are in place, such as regular surveys and feedback mechanisms to track staff and student culture relating to gender equality, violence and discrimination. |

## Domain 2: Students

All students feel safe and confident to express themselves and participate equally within our community, and can raise concerns about gender inequality, violence and discrimination without adverse consequences.

Table 5: Example of goals under the students domain

| Goals | Examples of actions |
| --- | --- |
| * 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women. | Our communication with students consistently and deliberately promotes gender equality.  We regularly review our student engagement practices, including the language and imagery used, to ensure they do not reinforce harmful gender and other stereotypes.  We value student expertise and engage them in the co-design of prevention activities such as:   * + Engaging students in planning and working groups for gender equality and violence against women prevention activities such as 16 Days of Activism against Gender Based Violence and International Women’s Day.   + Seeking student input when reviewing student-facing policies and procedures. |
| * 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women. | We have the partnerships, systems and appropriately trained staff to respond promptly and appropriately to complaints and claims of violence, bullying or sexual harassment.  Policies and procedures are in place and promoted to ensure all students know their rights, entitlements and obligations, and how to access support.  Partnerships with specialist violence against women support services are established and maintained for student referrals.  Our staff receive training and are confident in how to identify and respond to incidents, suspicions or disclosures that a student has been exposed to violence.  A monitoring mechanism is in place to ensure that student complaints or concerns are taken seriously and responded to in a timely and appropriate manner.  Academic supports are in place for students whose studies are interrupted or impacted due to experiencing violence (i.e., reasonable adjustments, special consideration).  Policies and procedures are in place that prohibit student use of TAFE and university resources to commit violence, bullying and sexual harassment, including electronic resources.  The student code of conduct includes materials relating to gender equality and makes clear that sexist and discriminatory language, comments, gestures and images are unlawful and unacceptable.  Student induction and orientation processes include our institute’s position on gender equality and violence against women and refer students to policies related to gender equality, respect and complaints mechanisms.  Students of all genders are actively supported to balance study, work and care responsibilities.  All policies and procedures are regularly reviewed to identify gaps and opportunities to address gender inequality and violence against women, including where inequality is experienced differently by students from different population groups. |
| * 1. Our programs and services delivered to students aim to address inequality and prevent violence against women. | We have proactive strategies to reduce inequality in education based on gender and other forms of inequality, including participation, enrolment and gender-segregation by industry and courses.  We review student leadership opportunities for bias and barriers to specific groups of women, men and gender diverse people.  We review student enrolment processes to identify barriers to accessing and participating in training at our institute.  Our extracurricular opportunities for students promote respectful relationships between women, men and gender diverse people.  We work collaboratively across student-focused services and programs to share knowledge of specific student groups to ensure all students are treated inclusively, with fairness and respect.  Training and education about gender equality and the drivers of violence against women is made available to all students. |

## Domain 3: Teaching and learning

Our educators are leaders in integrating and promoting gender equality messages and actions into their teaching practice, and in creating equal and respectful learning environments.

Table 7: Example of goals under the teaching and learning domain

| Goals | Examples of actions |
| --- | --- |
| * 1. Gender equality and the prevention of violence against women is embedded into our teaching practices and learning environments. | Gender equality and violence prevention messages and actions are embedded across our teaching practice, e.g., challenging gender and other stereotypes in the classroom.  We regularly review our training activities and learning resources, units of competency and placement allocations to identify gaps and opportunities to further promote gender equality and respect.  We foster and expect equal and respectful learning environments that are free from bullying, harassment or gender-based discrimination, for both staff and students.  We encourage equitable participation of all students, encouraging representation of the range of experiences, knowledge, skills and aspirations.  Educators and assessors are actively encouraged to identify and acknowledge their own position of power in relation to learners and to be ethical and responsible in the use of that power.  Educators and assessors are actively encouraged to consider their own positive and negative biases and ensure they do not interfere with teaching and assessment outcomes.  Our educators use evidence-based teaching practices, learning resources and language that promotes gender equality, challenges gender stereotypes and works for the prevention of violence against women. |
| * 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum. | Units of competency, training materials and learning resources embed skills and knowledge that help students to understand the impact of their field of study on people of different genders and address any inequities they find.  We prepare our students to promote gender equality and challenge sexism in their future workplaces, including preparing them to identify how gender and other forms of inequality manifest in the workplace.  Gender pay gaps in relevant industries are explored with students and discussions are held about the causes and potential solutions for addressing these pay gaps. |
| * 1. Practical placements and apprenticeships are managed in a way that aims to overcome gender-based inequities and actively challenge stereotypes, to contribute to desegregating the workforce. | Procedures are in place to enable and support students doing placements in all workplaces, regardless of their gender.  Student selection processes are reviewed to ensure that they reflect the required attributes and capabilities a student needs to be job-ready rather than stereotyped ideas about what a worker in that field should look like (e.g., tradesperson, nurse, teacher, etc).  Protocols and equipment are checked to ensure apprentices of varying physical types can perform tasks, regardless of gender.  Practical placement and apprenticeship providers are engaged in discussions to ensure they can provide safe and inclusive environments that meet the needs of all learners, including suitable toilet facilities, flexible work arrangements, social spaces and health and wellbeing support.  We share stories and experiences of employers who are challenging stereotypes and breaking down gendered barriers in order to encourage others to do the same. |
| * 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice. | Our educators have the knowledge, skills, confidence and support to call out sexism and discrimination when they see it.  Our educators have the knowledge, skills and training to identify and respond appropriately to students who may be experiencing or perpetrating violence against women.  We have a professional learning strategy for educators, assessors and practical placement and apprentice co-ordinators that builds their knowledge and capacity to understand key evidence-based concepts including respectful relationships, gender, gender lens, gender equality and violence against women.  Our professional learning strategy ensures all educators, assessors and practical placement and apprentice co-ordinators have equitable access to, and opportunities to participate equally in, all professional development.  Our staff complies with our relevant state or territory mandatory reporting and child safety laws, including the completion of annual training or professional development. |

## Domain 4: Communications

Our internal and external communications play an important role in creating an equal, safe and respectful community and culture.

Table 9: Example of goals under the communications domain

| Goals | Examples of actions |
| --- | --- |
| * 1. We are a public champion for gender equality and the prevention of violence against women. | We use our public profile to act as community and industry leaders in gender equality and the prevention of violence against women, including speaking out against inequality and discrimination.  Our board and leadership group recognise the value of sharing information and success stories to support and encourage other learning institutions to take action towards gender equality and violence prevention.  We have processes and mechanisms in place to measure our progress and regularly communicate to others both our successes and learnings, to help others take action.  We create opportunities for students to have active input into social marketing and violence prevention campaigns.  Board members and leadership group consistently reject violence and harassment that occurs within or outside the workplace, e.g., through internal and external communication such as public statements. |
| * 1. Our internal communications promote gender equality for all staff, students, industry partners and the community. | We have a communications plan that outlines a process for sharing information and resources with staff to build their understanding of gender equality and address the drivers of violence against women.  We actively avoid perpetuating gender stereotypes in our communications across the workplace.  Strategies have been implemented to minimise backlash or resistance and grow support for change within the workplace and on campus.  We have embedded questions that address gender equality and prevention of violence against women in templates, position descriptions, project initiation documents, contracts, procurement, and induction processes. |
| * 1. All external communication materials reflect our commitment to gender equality and preventing violence against women. | * Our communication and marketing strategies are reviewed from a gender equality perspective, including external marketing and advertising, style guides, and inclusive language guides.   Our communications materials are reviewed to ensure they promote gender equality and challenge gender and other stereotypes, and are representative of the diversity of our communities. This includes our website, newsletter, online platforms, recruitment materials, and student orientation, enrolment and information and engagement materials.  We have a communications plan that outlines a process for sharing information and resources with students and external stakeholders to build their understanding of gender equality and address the drivers of violence against women.  Our digital marketing and advertising strategy for student recruitment seeks to overcome gender imbalances across industries by promoting all courses in a way that challenges gender stereotypes. |

## Domain 5: Industry and community

As a learning institution with a strong connection to industry and community, our commitment to gender equality and the prevention of violence against women is reflected in all that we do.

Table 11: Example of goals under the industry and community domain

| Goals | Examples of actions |
| --- | --- |
| * 1. We use our public profile, influence and strong connection to community to act as leaders in gender equality and the prevention of violence against women. | * Our board and leadership group take an active role in gender equality and violence prevention efforts within the vocational education sector, industry, and the broader communities in which we operate, e.g., through networks that address violence against women, gender equality alliances, regional prevention partnerships, TAFE networks and local government strategies.   We seek to connect with Industry Reference Committees and provide input into progressing gender equality content as part of training package review processes, as well as identifying gaps for future training. |
| * 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women. | Our board and leadership group actively engage with industry partners to identify opportunities to contribute to improving gender equality within industry through student education and training and preparing future workforces to prevent violence against women.  We support and create opportunities for industry partners to get involved in addressing gender inequality through participating in the Respect and Equality project, as well as in their own work environments.  We support industry to recruit, support and welcome women, men and gender diverse student placements and apprenticeships in traditional gender segregated workplaces.  Criteria for gender equality and prevention of violence against women are built into procurement tendering or competitive bidding processes. |
| * 1. We engage with our broader community to promote gender equality and prevention of violence against women. | * We work in partnership with our broader community to take action and participate in activities that support gender equality and respectful relationships.   We identify opportunities to contribute towards gender equality and violence prevention within the community, including through participation in community events such as 16 Days of Activism against Gender-Based Violence and International Women’s Day and initiatives that seek to redress gender inequity through education and employment pathways.  We partner with and support local organisations undertaking gender equality or violence-prevention work, including sharing learning and success stories. |
| * 1. Our engagement with students, staff, industry partners and the community reflect our commitment to promoting gender equality and the prevention of violence against women. | There is consistent communication that deliberately promotes gender equality.  We regularly review our engagement practices, including the language and imagery used, to ensure they do not reinforce harmful gender stereotypes.  We role model gender equitable leadership practices across all our internal and external engagements, and actively encourage our industry partners and the community to do the same. |

## Individual score card

### Domain 1: Workplace

Our workplace prioritises gender equality and all staff are supported to be safe, respected and have equal opportunities at work.

**Score key:**  **1** – Strongly Disagree, **2** – Disagree, **3** – Neutral, **4** – Agree, **5** – Strongly Agree

Table 4: Individual score card under the workplace domain

|  |  |  |
| --- | --- | --- |
| Goal | What we are already doing | Score |
| * 1. Our leadership demonstrates proactive commitment to gender equality and preventing violence against women. |  |  |
| * 1. Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women. |  |  |
| * 1. We have structural support for women’s leadership, including the provision of leadership and promotional opportunities for part-time staff. |  |  |
| * 1. We have dedicated resources and budget to actively promote and monitor actions to prevent violence and address gender inequality, and to support those who disclose violence within our educational institution. |  |  |
| * 1. Staff across our institute understand the importance of promoting gender equality and feel confident and supported to challenge sexism and raise concerns related to gender and discrimination. |  |  |

## Individual score card

### Domain 2: Students

All students feel safe and confident to express themselves and participate equally within our community, and can raise concerns about gender inequality, violence and discrimination without adverse consequences.

**Score key:**  **1** – Strongly Disagree, **2** – Disagree, **3** – Neutral, **4** – Agree, **5** – Strongly Agree

Table 6: Individual score card under the students domain

|  |  |  |
| --- | --- | --- |
| Goal | What we are already doing | Score |
| * 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women. |  |  |
| * 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women. |  |  |
| * 1. Our programs and services delivered to students aim to address inequality and prevent violence against women. |  |  |

## Individual score card

### Domain 3: Teaching and learning

Our educators are leaders in integrating and promoting gender equality messages and actions into their teaching practice, and in creating equal and respectful learning environments.

**Score key:**  **1** – Strongly Disagree, **2** – Disagree, **3** – Neutral, **4** – Agree, **5** – Strongly Agree

Table 8: Individual score card under the teaching and learning domain

|  |  |  |
| --- | --- | --- |
| Goal | What we are already doing | Score |
| * 1. Gender equality and the prevention of violence against women is embedded into our teaching practices and learning environments |  |  |
| * 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum. |  |  |
| * 1. Practical placements and apprenticeships are managed in a way that aims to overcome gender-based inequities and actively challenge stereotypes, to contribute to desegregating the workforce. |  |  |
| * 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice. |  |  |

## Individual score card

### Domain 4: Business operations and communications

Our internal and external communications play an important role in creating an equal, safe and respectful community and culture.

**Score key:**  **1** – Strongly Disagree, **2** – Disagree, **3** – Neutral, **4** – Agree, **5** – Strongly Agree

Table 10: Individual score card under the business operations and communications domain

|  |  |  |
| --- | --- | --- |
| Goal | What we are already doing | Score |
| * 1. We are a public champion for gender equality and the prevention of violence against women. |  |  |
| * 1. Our internal communications promote gender equality for all staff, students, industry partners and the community. |  |  |
| * 1. All external communication materials reflect our commitment to gender equality and preventing violence against women. |  |  |

## Individual score card

### Domain 5: Industry and community

As a learning institution with a strong connection to industry and community, our commitment to gender equality and the prevention of violence against women is reflected in all that we do.

**Score key:**  **1** – Strongly Disagree, **2** – Disagree, **3** – Neutral, **4** – Agree, **5** – Strongly Agree

Table 12: Individual score card under the industry and community domain

|  |  |  |
| --- | --- | --- |
| Goal | What we are already doing | Score |
| * 1. We use our public profile, influence and strong connection to community to act as leaders in gender equality and the prevention of violence against women. |  |  |
| * 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women. |  |  |
| * 1. We engage with our broader community to promote gender equality and prevention of violence against women. |  |  |
| * 1. Our engagement with students, staff, industry partners and the community reflect our commitment to promoting gender equality and the prevention of violence against women. |  |  |