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| Rapid Review (service reform and design) |
| Designing for Diversity |

Introduction

The Rapid Review tool is part of the Designing for Diversity suite of resources. Its application should be underpinned by consideration of the core principles of access and equity, inclusiveness, responsiveness, and empowerment and self-determination. The questions in the tool align closely with the aspects of service reform and design as outlined in the Key Elements document, which also provides examples that clearly illustrate ways in which diversity can and should be considered in planning processes.

Application of the tool

This tool is designed to guide an assessment of how a new or existing policy or service design considers issues relating to diversity. It can be:

* applied at a whole of initiative level or in relation to a particular component
* applied in a planning or review context
	+ applied at a number of stages of the overall initiative
* amenable to either a desktop analysis or facilitated discussion (e.g, in a steering committee or reference group)
* completed by project leaders on their own, or with the assistance of the department’s Diversity team to guide the process.

**Note that the tool is not designed to assess outcomes or to address the needs or concerns of diverse population/client groups. The aim is to capture how and where the design and implementation process has considered diversity issues.**

Answering the questions

For each of the following questions, please select from: ‘not at all’, ‘partially’, or ‘comprehensively’ before explaining how diversity has been considered. Each question should be considered in relation to achieving equity between (and within) the multiple and diverse communities in the Victorian population. Questions also seek to elicit how particular population groups have been considered – for example, Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, and people living in regional areas and areas of disadvantage.

It is recommended that relevant documentation relating to how each item has been addressed be noted to allow for further development.

# Population/client needs analysis**Question 1: to what extent has demographic data for diverse groups been incorporated into the policy or service design process?**Mark with an ‘✓’ as applicable:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions to improve the use of data and evidence in the design and planning process

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# Population/client needs analysis (continued)**Question 2: to what extent have any inclusion or access barriers for diverse communities been considered and addressed in the policy or service design?**

Mark with an ‘✓’ as applicable:

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| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions to address inclusion or access barriers

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# Population/client needs analysis (continued)**Question 3: to what extent have the health and wellbeing impacts of the policy or service design been considered for diverse communities?**

Mark with an ‘✓’ as applicable:

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| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

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1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions to improve identification of health and wellbeing needs of diverse communities

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## Governance and stakeholder engagement

## Question 4: to what extent have diverse communities been involved in consultation or co-design processes in the development of the policy or service design?

Mark with an ‘✓’ as applicable:

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| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions to incorporate diversity considerations into stakeholder engagement

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## Governance and stakeholder engagement (continued)

## Question 5: to what extent have diverse communities or their representative groups been partnered with in the ongoing governance and implementation of the initiative?

Mark with an ‘✓’ as applicable:

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| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions to establish and strengthen partnerships with communities/community organisations

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## Goals, outcomes and review

## Question 6: to what extent has the policy or service design process considered specific outcomes for particular communities and determined these in consultation with them?

Mark with an ‘✓’ as applicable:

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| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions to determine outcomes in consultation with diverse communities

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# Goals, outcomes and review (continued)

## Question 7: to what extent has the policy or service design process incorporated the use of qualitative and quantitative data to evaluate the initiative and assess outcomes for people from particular communities?

Mark with an ‘✓’ as applicable:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Not at all |  | Partially |  | Comprehensively |  |

## Keys actions undertaken In documenting these actions, consider actions that respond to:

1. Diversity in general

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1. Specific population groups, including Aboriginal people, people from culturally and linguistically diverse communities, refugees and asylum-seekers, people from LGBTI communities, people with a disability, women, older and younger cohorts, people living in regional areas and areas of disadvantage

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## Future actions for assessing outcomes for diverse communities using data

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