

Equity Report

(October 2011)

by Jana Scomazzon relating to

AUR05 Automotive Industry Retail,
Service and Repair Training Package
(Version 3.1)

Client

Peter Miller
Auto Skills Australia

Material reviewed

AUR05 (Version 3.1)

DEEWR Equity Panellist

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Dear Peter

Thank you for the opportunity to provide an equity report in relation to the material added to AUR05 Automotive Industry Retail, Service and Repair Training Package (Version 3.1).

The draft endorsed components I reviewed have mostly met the agreed requirements for access and equity set out in Section 2 of the *Equity Report* enclosed, commissioned by you on behalf of Auto Skills Australia.

Best regards



EQUITY REPORT FROM JANA SCOMAZZON

SECTION 1 DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	AUR05 Automotive Industry Retail, Service and Repair Training Package (Version 3.1)
Number of new or revised qualifications or total number if a whole Training Package review	3 qualifications: ▫ AUR30611 Certificate III in Automotive Specialist ▫ AUR31311 Certificate III in Automotive Engine Reconditioning ▫ AUR40511 Certificate IV in Vehicle Loss Assessing 3 skill sets: ▫ Battery Electric Vehicle Inspection and Servicing Skill Set ▫ Battery Electric Vehicle Diagnosis and Repair Skill Set ▫ Hybrid Electric Vehicle Inspection and Servicing Skill Set
Number of new or revised units or total number if a whole Training Package review	35 units of competency
Sampling size of units	Material detailed above
Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2	The material submitted for this equity review consisted of the following sectors: ▫ an engine reconditioning qualification and 12 units of competency ▫ a vehicle loss assessing qualification and 11 units of competency ▫ 9 battery electric vehicle (BEV) units of competency and 2 skill sets ▫ 3 hybrid electric vehicle (HEV) units of competency and 1 skill set The above material represents a national response to training in the above areas, thereby satisfying access for those seeking work or undertaking training nationally. The material was developed based on industry, regulatory and stakeholder input as part of the Training Package continuous improvement work of Auto Skills Australia (ASA). The documentation provided to support this equity review could have been more comprehensive and consistent in terms of sector detail, however two factors need to be considered in relation to this:

1. The transition of responsibility for material development mid-project from Manufacturing Skills Australia to the recently formed national industry training advisory body, ASA.
2. ASA has demonstrated a significant commitment to building quality processes to underpin future Training Package development work, with dual focus on quality product development and improving the documentation processes that support development and inform reviews such as this.

Having said that, the documentation submitted indicated a varied consultation methodology and a representative range of stakeholders. The process for engagement included face to face briefings of ASA's work plan; a range of meetings and workshops, including the sector advisory committee meetings, stakeholder meetings, and Training Package reference group workshops; telephone and email contact; and information distributed through ASA's e-newsletter and website.

Qualifications

The high number of imported units of competency in AUR40511 Certificate IV in Vehicle Loss Assessing is a very positive feature as it increases the potential transferability of the qualification and the portability of learning outcomes. With this precedent, the inclusion of only AUR units in AUR31311 Certificate III in Automotive Engine Reconditioning, while disappointing in comparison is understandable when viewed in light of ASA advice that the inclusion of AUR-only units in this qualification reflects feedback from the Engine Reconditioner Association that the qualification packaging must be structured in this way in order for it to meet the specific needs of this specialist occupational role and to support positive delivery outcomes for the automotive industry with regard to the role.

The qualification packaging rules comply with flexibility policy requirements regarding core and elective balance and the inclusion of accredited courses as an optional source of some elective units. It was noted during that review that while this qualification does in fact comply with the one third, one sixth flexibility rules despite it being a trade qualification, 15 elective units are required for successful completion of AUR31311 but the candidate has only 17 in the packaging rules to choose from. ASA advised that industry considered the units included in the elective bank to provide the required degree of flexibility to meet the variation in industry practice for this occupation. This advice, combined with the fact that up to five elective units may be chosen from a Certificate II qualification or above in AUR05, another endorsed Training Package or accredited course, leads this reviewer to conclude that the comparatively limited choice of electives in this qualification does not represent an impediment.

It is also noted that two of the three qualifications (AUR30611 and AUR31311) have open entry requirements with credit possible for those who have completed other relevant qualifications, which is a positive feature. The remaining qualification however, AUR40511 Certificate IV in Vehicle Loss Assessing, requires those entering the qualification to have completed an automotive Certificate III qualification in one of four disciplines specified in the qualification notes. From the perspective of making this qualification more accessible, this reviewer would have preferred to have seen the 'or equivalent' associated with the specified qualifications broadened to 'or equivalent qualification or industry experience'. ASA response to this suggested change was that the entry requirements of this qualification are in direct response to the Motor Vehicle Insurance and Repair Industry Code of Conduct, Code Administration Committee feedback and that any change to the entry requirements would not be accepted by the committee. This

reviewer accepts industry imperatives for content decisions as reasonable justification, but suggests that discussions around this matter continue as part of the continuous improvement cycle so that, where feasible and reasonable, expanding entry requirements be considered.

Units of competency

The reviewed units are clearly written and their content industry-driven. The engine reconditioning units (coded TTE and TTM) could have been more streamlined but ASA has advised it intends reviewing these as part of the continuous improvement process ahead.

The vehicle loss assessing and engine reconditioning units support access and equity principles by not having any prerequisite units associated with them. However 10 of the 12 BEV and HEV units had one and sometimes two prerequisite units. The developer advised that the prerequisite units had been included in response to stakeholder feedback and concern that learners have the underpinning skills and knowledge required for the unit. While the developer acknowledged that this does not necessarily justify the inclusion of prerequisite units, he advised that they were also a response to the fact that there are no qualifications required of learners entering AUR qualifications at Certificate III and IV level and so prerequisites mitigate the risk associated with that.

This reviewer considers it advisable to limit the use of prerequisite units of competency. They obviously present a barrier to learners, as a candidate must first demonstrate competence in these units prior to being assessed for the unit in question. Where prerequisites represent an essential preliminary step towards a unit, particularly from a risk minimization perspective, their inclusion can be seen as justifiable. Otherwise, it is a Training Package development requirement that 'Prerequisites in Training Package units of competency should only be used where it is critical to achieving the subsequent competency'.

In response to the above reviewer concern, ASA advised that the battery electric vehicle and hybrid electric vehicle units have been developed in response to emerging technology, and as such are only reflected in skill sets and the elective banks of a number of specific trade qualifications. It further advised that ASA in general resists the use of prerequisite units in recognition of the fact that it locks in the delivery methodology of the units. In this particular group of units however, ASA considered the safety implications relating to the order in which the units are delivered has necessitated a number of units having specific prerequisite units. ASA considers these units as the starting point of a much larger body of work relating to emerging clean fuel technology and the associated skills required of automotive trades, which may result in new qualifications being developed to capture new occupational roles related to this technology. In this case, the packaging rules of those new qualifications will be structured where possible to ensure that safety implications are addressed in the packaging rather than in the units themselves.

This reviewer accepts the above position.

The related matter of ensuring that the prerequisite units have been built into the qualifications to which they relate was not able to be checked as only the three qualifications listed above were part of this review.

Other than the issues detailed above for consideration by the holistic quality assurance reviewer, the reviewed draft endorsed material demonstrated a range of features consistent with access and equity principles. It is therefore this reviewer's opinion that the

	draft endorsed components above mostly meet the agreed requirements for access and equity set out in Section 2 below.
Person completing the Equity Report and organisation	Jana Scomazzon, LTG Pty Ltd
Date completed	31 October 2011

SECTION 2 EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EQUITY REQUIREMENTS	COMMENTS
Endorsed components of a Training Package must	... reflect contemporary work organisation
1 Is there clear information on: - the nature of the workforce, including public and private sector, full and part time workers, permanent and casual staff, age breakdowns? - the cultural diversity of the workforce and under-represented groups?	Not sighted as part of this review
2 Is there evidence that the consultation and validation processes included under-represented groups?	Yes. The range of stakeholders consulted included unions and associations from a range of states and territories (including the Northern Territory and Western Australia). While no direct consultation with bodies representing equity groups was explicitly detailed in the reviewed documentation, consultation and validation was extensive and so the interests of under-represented groups could be seen to have been indirectly represented. In addition, ASA advised: - that when visiting stakeholders in WA and NT discussions took place regarding the uptake of automotive trades by under-represented groups - ASA is in preliminary discussions with the Motor Trades Association of Queensland regarding a potential research project relating to the attraction of women into the automotive industry - The NT ITAB has been actively involved with some success in the attraction and retention of Indigenous students in the automotive trades and these AUR05 qualifications were discussed in specific terms of how they may be of use in this initiative - ASA intends reviewing its consultation documentation processes so that future reviews can provide explicit documentation that addresses this report criterion. With this in mind, it is recommended that in future development work ASA project documentation reflect the involvement of specific groups or individuals representing the interests of equity stakeholders. Similarly that the project issues register be designed in such a way as to have fields that allow issues to be sorted according to the nature of the feedback, thereby allowing filtering to identify equity issues.

EQUITY REQUIREMENTS	COMMENTS
Endorsed components of a Training Package must	... meet the diversity of individual and enterprise needs
3 Are the units of competency written clearly and concisely so that they can be correctly and consistently interpreted by users?	Yes, although ASA intends reviewing the engine reconditioning units as part of the continuous improvement process ahead with a view to streamlining them.
4 Can the content of the units of competency easily be made culturally appropriate ?	Yes
5 Are the performance criteria inclusive of other concepts of 'organisation' or 'workplace'?	Yes
Endorsed components of a Training Package must	... support equitable access and progression of learners
6 If competency standards include stand-alone communication units, have they been developed for use at a range of qualification levels ?	N/A. There were no stand-alone communication units included in this version update.
7 Has the wording in the units of competency been written to ensure inclusivity of equity groups where possible?	Yes.
8 Are the language, literacy and numeracy skills required to complete the workplace tasks described and appropriate for the qualification outcome ?	Yes.
9 Does the language, literacy and numeracy content in the units of competency reflect the level of importance/centrality of those competencies to the workplace task?	Yes.
10 Are the items specified in the Required Skills and Knowledge section clear <i>and</i> necessary to achieve the unit outcomes?	Yes.
11 Are the performance criteria specific enough to convey meaning? <i>For example, references to 'as appropriate to the workplace' or 'in accordance with organisational requirements' can make a unit of competency vague and difficult to interpret.</i>	Yes.

EQUITY REQUIREMENTS	COMMENTS
12 Do the units of competency make clear whether a person needs to read and comprehend workplace documentation or whether the issue is one of awareness of its existence relevant to the job role and where it can be sourced?	Yes.
Endorsed components of a Training Package must	... support implementation across a range of settings
13 Are all the critical terms and phrases in the performance criteria (written in bold and italics) further defined in the range statement?	Yes.
14 Does the range statement cater for reasonable adjustment by allowing for different work environments and situations that may affect performance?	Yes.
Endorsed components of a Training Package must	... support sound assessment practice
15 Is the suggested Method of Assessment in the Evidence Guide an appropriate way to assess performance for the unit of competency? <i>For example, a written test or report would be inappropriate if the unit does not require any writing competence.</i>	Yes.
16 Does the suggested Method of Assessment in the Evidence Guide provide flexibility suitable for equity groups, in particular Indigenous people, people with a disability, inclusive of gender and other cultures?	Yes.