

SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	AUM12 Version 1 Automotive Manufacturing Training Package
Number of new or revised qualifications or total number if a whole Training Package review	1 new qualification and 6 revised qualifications
Number of new or revised units or total number if a whole Training Package review	1 new unit, 102 recoded units, 22 new imported units, 2 updated imported units
Sampling size of units	7 qualifications, 1 new unit, 9 recoded units
Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2	The draft endorsed components mostly meet the requirements in Section 2 The draft endorsed units consist of 1 new unit and 102 recoded units. With respect to the new unit, a number of equity issues were raised with the developer and were resolved to this reviewer's satisfaction. A review of the recoded units revealed a number of concerns including unnecessary wordiness of performance criteria, inconsistency of terminology, very generic required skills and knowledge lists and highly descriptive range statements. These units could be written more clearly. The developer has committed to reviewing these concerns through the continuous improvement process and the streamlining of the Training Packages.
Person completing the Equity Report and organisation	Tina Berghella, Oggi Consulting Pty Ltd, ISC Panel Member – Editorial, Equity and Quality Assurance
Date completed	15 th March, 2012

SECTION 2 – EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
<i>Endorsed components of a Training Package must ... reflect contemporary work organisation</i>		
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?	No, information about the nature of the workforce has not been provided in the materials reviewed. This type of information may be relevant to the equitable participation of all workers in nationally recognised training. No, there is no information about the cultural diversity of the workforce or under-represented groups. This type of information may be relevant to the equitable participation of all workers in nationally recognised training. However, the draft qualifications are applicable across a diverse workforce with pathways into new qualifications inclusive of disadvantaged persons and students in VET in schools programs.
2.	Is there evidence that the consultation and validation processes included under-represented groups?	Consultation and validation included: - Employers and Employer bodies - Industry peak bodies - Unions - Professional associations - Registered Training Providers - Unions - Industry Skills Councils and ITABS - Australian government - State and Territory governments However, there is no evidence that under-represented groups were identified and specific equity groups contacted. In accordance with Training Package policy developers must ensure that Training Packages reflect the diversity of Australia's VET clients and Australia's current and future workforce. Consultation with equity groups would ensure inclusion of the views and needs of a more diverse range of stakeholder groups.
<i>Endorsed components of a Training Package must ... meet the diversity of individual and enterprise needs</i>		
3.	Are the units of competency written clearly and concisely so that they can be correctly and consistently interpreted by users?	The draft endorsed units consist of 1 new unit and 102 recoded units. With respect to the new unit a number of equity issues that were raised with the

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		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i> developer were resolved to this reviewer's satisfaction. A review of the recoded units revealed a number of concerns including unnecessary wordiness of performance criteria, inconsistency of terminology, very generic required skills and knowledge lists and highly descriptive range statements. These units could be written more clearly. Specific examples include: - AUMFQM3002 unit descriptor mentions "identify, develop and sustain quality standards" but the body of the unit does not cover the skills and knowledge required to develop quality standards - AUMATK4004 critical aspects include "working knowledge or current organisation inventory procedures", "selecting appropriate measuring equipment" and "completing work area housekeeping requirements" not otherwise covered in the competency. The competency does not mention the required skills and knowledge associated with identifying the attribute to be measured - AUMGTM2004 uses inconsistent word lists. For example element 2 refers to "nuts, bolts, screws, washers and fasteners" and performance criteria 2.1 and 2.2 refer to "nuts, bolts, screws, washers, rivets and fasteners". Performance criterion 1.2 specifies "daily maintenance" when that may not be required in all workplaces. Element 5 refers to "adhesives, sealants and solvents" but the performance criteria only refer to adhesives and solvents, not sealants - AUMATA4006 includes wordy performance criteria that could be difficult for users to understand and interpret consistently - AUMATA4006 critical aspects include "preparing for tests and trials", "performing tests or trials", "preparing reports of results" and "achieving work quality goals" but these are not specifically covered in the other parts of the unit A number of the recoded units sample focused on cross sector skills (e.g. using measuring equipment, working effectively in teams) and it was suggested to the developer that imported units be considered. The developer has committed to reviewing these concerns through the continuous improvement process and the streamlining of the Training Packages.
4.	Can the content of the units of competency easily be made culturally	Yes, the units provide for flexibility of implementation and can easily be made

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	appropriate?	culturally appropriate.
5.	Are the Performance Criteria inclusive of other concepts of 'organisation' or 'workplace'?	Yes, the units provide for flexibility of implementation and, whilst not explicitly stated, are inclusive of other concepts of workplace.
<i>Endorsed components of a Training Package must ... support equitable access and progression of learners</i>		
6.	If competency standards include stand-alone communication units, have they been developed for use at a range of qualification levels ?	NA, the sampled components did not include stand-alone communication units.
7.	Has the wording in the units of competency been written to ensure inclusivity of equity groups where possible?	Yes. Whilst no statement of inclusivity has been included in the units, the units provide for flexibility of implementation where possible. For example, where possible, units allow for oral and written knowledge tests, a range of assessment methods and assessment in both simulated and actual workplace environments.
8.	Are the language, literacy and numeracy skills required to complete the workplace tasks described and appropriate for the qualification outcome ?	A review of the recoded units revealed a number of concerns in relation to the way in which the communication skills (oral, reading and writing) and numeracy skills are described. Specific examples include: - AUMATK4004 is a measurement unit but the key numeracy skills (e.g. selecting measuring devices, calibration, taking measurements and performing measurement calculations) are not included in the required skills. Calculation is mentioned in one of the elements but not the performance criteria - AUMFTK5001 includes monitoring a trial but does not include skills and knowledge required for collecting data and recording observations in the performance criteria or the required skills and knowledge - AUMAKM5002 does not include skills required for writing, measurement, calculations, setting up and using CAD and preparing sketches - AUMGTA3002 performance criteria include reading data sheets, completing workplace documentation and measuring fluids but reading, writing and numeracy skills are not included in the required skills - AUMGTW3008 does not describe the LLN skills needed for calibration, precision measurement, machine adjustment, interpreting machining specifications and recording technical data

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		- AUMGTM2004 doesn't include the skills required for interpreting drawings and specifications and checking compliance The developer has committed to reviewing these concerns through the continuous improvement process and the streamlining of the Training Packages.
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?	No, see above. The developer has committed to reviewing these concerns through the continuous improvement process and the streamlining of the Training Packages.
10.	Are the items specified in the Required Skills and Knowledge section clear <i>and</i> necessary to achieve the unit outcomes?	A review of the recoded units revealed a number of concerns in relation to the lack of specificity in the required skills and knowledge. Specific examples (in addition to the LLN examples provided in Q8) include: - AUMFQM3003 covers visual factory techniques, 5S, Kaizen, KanBan and Lean Manufacturing in the performance criteria but not in the required knowledge - AUMGTW3008 does not include required knowledge relevant to machining, machining equipment, tolerances and calibration - AUMATK4004 does not include test procedures in the required knowledge - AUMFTK5001 does not include test procedures in the required knowledge The developer has committed to reviewing these concerns through the continuous improvement process and the streamlining of the Training Package.
11.	Are the Performance Criteria specific enough to convey meaning?	Yes. However, as mentioned previously, concerns relating to the wordiness of performance criteria and consistency of terminology were raised with the developer. The developer has committed to reviewing these concerns through the continuous improvement process and the streamlining of the Training Package.
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		

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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, the range statement allows for different work environments and situations that might affect performance.
<i>Endorsed components of a Training Package must ... support sound assessment practice</i>		
15.	Is the suggested Method of Assessment in the Evidence Guide an appropriate way to assess performance for the Unit of Competence?	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?	Units cater for reasonable adjustment and allow for oral and written knowledge tests, a range of assessment methods and assessment in both simulated and actual workplace environments.