

Anti-Discrimination Assessment

Activity

Activity ID	MAS_ANN_2425_007 - Review and update AURVTN120 Remove and replace major welded panels on vehicles
Activity title	Review and update AURVTN120. Remove and replace major welded panels on vehicles

Scope

The following documentation was reviewed for the anti-discrimination assessment.

Qualifications	1 AUR3212X Certificate III in Automotive Body Repair Technology
Skill sets	Nil
Units of competency	1 AURVTN120. Remove and replace major welded panels on vehicles
Companion Volume Implementation Guide	Mapping tables provided

Declaration

I confirm that:

- I have reviewed the documentation included in the scope identified above.
- The training products meet the requirements of Commonwealth anti-discrimination legislation, the Disability Standards for Education 2005, and the Training Package Organising Framework (TPOF).
- I am independent of the development of the training products and have no conflict of interest.

Anti-discrimination Assessor	Caroline Winter
Assessor qualifications and expertise	Caroline has 20 years of experience in education and training working in a variety of settings including VET in schools, within RTOs and in industry. She has experience in managing the development and delivery of training programs, learning management systems, software solutions, compliance, writing assessment tools, resources and training products. Her qualifications include a Bachelor Honours in Human Resource Management, a Post Graduate

	<p>Certificate in Secondary Education and a Certificate IV in Training and Assessment.</p> <p>Caroline is experienced working with learners with special needs and writing for accessibility, clarity and to external standards.</p>
Signature	<i>Caroline Winter</i>
Date	28/11/2025

Assessment checklist

Item	Reference	Developer response and evidence Where relevant, provide brief commentary on how the components meet the requirements.	Assessor comments and recommendations Detail evidence identified, recommendations made and how those recommendations were addressed.
1 Do the training products support access? <i>For example, multiple entry/exit points, minimal prerequisites, flexible packaging rules and no location restrictions.</i>	TPOF Product Requirements and Quality Principles	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA As qualification packaging rules have not changed, flexibility and existing entry and exit points are maintained. The proposed changes do not reduce access to the training products.
2 Are the foundation skills explicit and free from unnecessary literacy, numeracy, or digital barriers?	TPOF Product Requirements and Quality Principles	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Foundation skills accurately reflect workplace needs with no unnecessary literacy, numeracy, or digital barriers identified.
3 Did the consultation include vulnerable and minority cohorts, such as women, people with disability, CALD, First Nations,	TPOF Process Requirements and Quality Principles	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA The scope of the project is limited to one unit and the qualification in which the unit is a core. This does not have any impact on minority cohorts because the project did not review or change training product content in the	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA The project was limited in scope, and this is reflected in the breadth of consultations, which did not extend to require vulnerable and minority cohorts.

<p>regional and remote communities, and small business.</p>		<p>qualification and consultations on the changes to the unit of competency were reflective of the cohort and size of the training product use.</p> <p>This was identified in the initial development stage.</p> <p>We did not receive any feedback during the consultations that identified any impacts.</p>	
<p>4 Was the consultation feedback addressed?</p>	<p>TPOF Process Requirements and Quality Principles</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Consultation feedback reviewed noted that each item was responded to in the consultation log and the number of respondents identified as appropriate to the project limited scope.</p>
<p>5 Do the assessment requirements allow reasonable adjustments while maintaining integrity, ensuring that learners with disability can access and demonstrate competence <i>on the same basis as others?</i></p>	<p>TPOF Product Requirements and Quality Principles, Disability Standards for Education 2005</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The proposed changes to assessment requirements clarify the unit intention according to workplace standards. The proposed changes are not identified to impact reasonable adjustments.</p>

<p>6 Are the training products free from direct and indirect age discrimination?</p> <p><i>For example, no ageist assumptions, competence is not tied to age, and packaging rules are accessible to all ages.</i></p>	<p>Age Discrimination Act 2004</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The unit of competency is accessible to all ages, with no direct or indirect age discrimination identified or impacted by the proposed changes.</p> <p>The qualification content has not changed and is therefore identified as accessible to all ages, with no direct or indirect age discrimination identified or impacted by the proposed changes.</p>
<p>7 Are the training products free from direct or indirect disability discrimination?</p> <p><i>For example, reasonable adjustments are possible, and essential versus adjustable tasks are clearly distinguished.</i></p>	<p>Disability Discrimination Act 1992</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The unit of competency is accessible to all abilities, with no direct or indirect discrimination identified or impacted by the proposed changes.</p> <p>The qualification content has not changed and is therefore identified as accessible to all ages, with no direct or indirect age discrimination identified or impacted by the proposed changes.</p>
<p>8 Do the training products use inclusive language?</p>	<p>Sex Discrimination Act 1984, Disability Discrimination</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The unit of competency uses inclusive language, with no non-inclusive language</p>

<p><i>For example, sector-appropriate terminology, person first language, and no outdated or exclusionary language.</i></p>	<p>Act 1992, Disability Standards for Education 2005, TPOF Product Requirements and Quality Principles</p>		<p>identified or impacted by the proposed changes.</p> <p>The qualification content has not changed and therefore identified as using inclusive language, with no non-inclusive language identified or impacted by the proposed changes.</p>
<p>9 Do the assessment requirements support learning and assessment on the same basis?</p> <p><i>For example, work placements and work-based activities are inclusive, accessible formats (such as Auslan and assistive technology) are possible, and there are no undue disadvantages.</i></p>	<p>Disability Standards for Education 2005, TPOF Product Requirements and Quality Principles</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Assessment requirements proposed changes have no identified impact on reasonable adjustment.</p>
<p>10 Are the training products free from gender bias, stereotypes, or barriers?</p>	<p>Sex Discrimination Act 1984</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The unit of competency is free from gender bias, stereotypes and barriers, with no direct</p>

<p><i>For example, the use of inclusive gender-neutral language; no bias or exclusion on the basis of sex, gender identity, sexual orientation, or intersex status; no restrictions or disadvantage relating to marital/relationship status, pregnancy, or breastfeeding; and flexible assessment requirements to enable full participation.</i></p>			<p>or indirect sex discrimination identified or impacted by the proposed changes.</p> <p>The qualification content has not changed and is therefore identified as free from gender bias, stereotypes and barriers, with no direct or indirect sex discrimination identified or impacted by the proposed changes.</p>
<p>11 Are the training products free from racial and cultural bias, and culturally inclusive?</p> <p><i>For example, inclusive cultural terminology and no bias in examples or contexts.</i></p>	<p>Racial Discrimination Act 1975</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The unit of competency is racially inclusive, with no direct or indirect racial discrimination identified or impacted by the proposed changes.</p> <p>The qualification content has not changed and is therefore identified as racially inclusive, with no direct or indirect racial discrimination identified or impacted by the proposed changes.</p>

<p>12 Do the training products respect broader human rights and diversity, including protection from discrimination on the basis of religion, political opinion, national extraction, or social origin?</p> <p><i>For example, no indirect exclusion through cultural or religious requirements, and products are respectful of diversity.</i></p>	<p>Australian Human Rights Commission Act 1986</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The unit of competency and qualification is broadly inclusive, with no direct or indirect human rights issues identified or impacted by the proposed changes.</p> <p>The qualification content has not changed and is therefore identified as broadly inclusive, with no direct or indirect human rights issues identified or impacted by the proposed changes.</p>
<p>13 Does the Companion Volume Implementation Guide include access and equity guidance?</p>	<p>TPOF Template Requirements, Product Requirements and Quality Principles</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The CVIG guidance on access and equity is provided in the companion volume implementation guides for AUR, AUM and RII. Advice to replace outdated references to the Standards for RTOs 2015 with the Standards for RTOs 2025 was provided.</p>