

Anti-Discrimination Assessment

Activity

Activity ID	MAS_ANN2425_001
Activity title	Automotive Tyre Servicing Technology Review

Scope

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

Qualifications	One qualification: AUR21926 Certificate II in Automotive Tyre Servicing Technology
Skill sets	None
Units of competency	<p>AURHTJ107 Remove, inspect, repair and refit industrial tyres and tubes</p> <p>AURJTJ102 Remove, inspect, repair and refit motorcycle tyres and tubes</p> <p>AURHTJ008 Select agricultural equipment tyres, wheels and rims</p> <p>AURHTJ009 Remove, inspect and refit agricultural equipment wheel and tyre assemblies</p> <p>AURHTJ202 Select heavy vehicle tyres, wheels and rims</p> <p>AURHTJ203 Remove, inspect and refit heavy vehicle wheel and tyre assemblies</p> <p>AURHTJ204 Remove, inspect, repair and refit agricultural equipment tyres and tubes</p> <p>AURHTJ206 Remove, inspect, repair and refit heavy vehicle tyres</p> <p>AURKTJ111 Remove, inspect and fit earthmoving and off-the-road tyres</p> <p>AURKTJ112 Remove, inspect and fit earthmoving and off-the-road wheel and rim assemblies</p> <p>AURKTJ113 Perform minor repairs to earthmoving and off-the-road tyres</p> <p>AURKTJ115 Select earthmoving and off-the-road tyres, wheels and rim assemblies</p> <p>AURKTJ116 Use earthmoving and off-the-road tyre handlers</p> <p>AURLTJ111 Select light vehicle wheels and tyres</p> <p>AURLTJ202 Remove, inspect, repair and refit light vehicle tyres</p> <p>AURLTJ213 Remove, inspect and refit light vehicle wheel and tyre assemblies</p> <p>AURTTJ111 Balance wheels and tyres</p>
Companion Volume Implementation Guide	Mapping document and CVIG information

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	Suzanne Maugeri
Assessor qualifications and expertise	<p>Suzanne has over 30 years of experience working in the Vocational Education sector primarily in dual sectors (RMIT and VU universities).</p> <p>Suzanne is a vocational education specialist with strong expertise in compliance, quality assurance and assessment design in the Australian VET sector, particularly in relation to ASQA standards and training package requirements. As Quality Lead in the Business and Enterprise cluster at RMIT University, Suzanne oversaw assessment validation, Training and Assessment Strategy (TAS) development, program accreditation processes and audits, ensuring assessments are fair, valid, reliable and compliant. This included reviewing assessment tools, RPL processes and course documentation for alignment with regulatory frameworks and to minimise barriers to equitable participation.</p> <p>In previous roles as Acting Associate Dean Learning & Teaching, Senior Advisor Vocational Assessment, Program Manager and Program Co-ordinator, Suzanne led the review and mapping of units of competency and training packages, guided staff on training package rules, and managed transitions for superseded and discontinued qualifications. Suzanne has extensive experience supporting teachers to design authentic, inclusive assessment tools, working with industry and other stakeholders, and resolving complex complaints and appeals. This background positions Suzanne well to assess units of competency and training packages for anti-discrimination compliance and to recommend practical, equity-focused improvements.</p> <p>Suzanne holds the following formal qualifications:</p> <ul style="list-style-type: none"> Master of Education Diploma of Management Diploma of Business Administration Graduate Certificate in Leadership in Education & Training Graduate Diploma in Tertiary Education

	Graduate Certificate in Tertiary Education Certificate IV in Assessment & Assessment (TAE40110) including the two UoCs; TAELLN411, TAEASS502 Diploma in VET (Vocational Education Training)
Signature	<i>Suzanne Maugeri</i>
Date	02/04/2026

Assessment checklist

Item	Reference	Assessor comments and recommendations Detail evidence identified, recommendations made and how those recommendations were addressed	Developer response to assessor
<p>1 Do the training products support access?</p> <p><i>For example, multiple entry/exit points, minimal prerequisites, flexible packaging rules and no location restrictions.</i></p>	<p>TPOF Product Requirements and Quality Principles</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The qualification (AUR21926) has no entry requirements, enabling open access for learners regardless of prior education or experience.</p> <p>Packaging rules provide four specialisations—Light Vehicle Tyres, Heavy Vehicle Tyres, Agricultural Equipment Tyres, and Earthmoving and Off-the-Road Vehicle Tyres—offering clearly defined pathways aligned to different work contexts.</p> <p>None of the seventeen units of competency have prerequisites, ensuring all units are directly accessible and supporting multiple entry points.</p> <p>Assessment conditions across all units allow competency to be demonstrated in either a real workplace or a simulated environment that accurately reflects workplace performance.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>
<p>2 Are the foundation skills explicit and free from unnecessary</p>	<p>TPOF Product Requirements and Quality Principles</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Across all seventeen units the foundations skills are explicit and free from unnecessary barriers.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

<p>literacy, numeracy, or digital barriers?</p>		<p>In the following units:</p> <p>AURKTJ111, AURKTJ112, AURKTJ113 “Digital skills” introduced and not aligned with other units</p> <p>Recommendation: Whilst this is not a barrier, for consistency change “digital skills” to “technology skills” as the foundation skill.</p>	
<p>3 Did the consultation include vulnerable and minority cohorts, such as women, people with disability, CALD, First Nations, regional and remote communities, and small business.</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>The qualification and all seventeen units were developed through the AUR Automotive Retail, Service and Repair Training Package Version 9.0 process, with consultation across all states and territories and open to industry associations, peak bodies, employers, RTOs, unions and regulators.</p> <p>Small businesses are supported through flexible electives and OTR/earthmoving units relevant to mining and construction, including small contractors.</p> <p>Simulated assessment supports regional and remote access.</p> <p>While no consultation specifically targeted women, people with disability, CALD communities or First Nations peoples, the open process and outcomes show no discriminatory effects.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</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>The qualification and all seventeen units have been released as part of AUR Training Package Version 9.0, which supersedes previous versions.</p> <p>The unit mapping information confirms that units have been reviewed and that evidence requirements have been updated, indicating iterative, feedback-driven revision. AURHTJ008 and AURHTJ009 are new units with no equivalent predecessors, demonstrating development in response to identified industry needs.</p> <p>The modification history entries confirm a structured release process for all seventeen units, with no evidence of unaddressed consultation feedback in the documents reviewed.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</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>Assessment conditions across all seventeen units allow competency to be demonstrated in a real workplace or a simulated environment that replicates workplace performance, supporting reasonable adjustment for learners with limited workplace access.</p> <p>The OTR and earthmoving units (AURKTJ111, AURKTJ112, AURKTJ113) include detailed simulation requirements to maintain integrity.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

		<p>Evidence may be gathered through direct observation, third-party reports and assessor questioning requiring clear linkage between individuals and specific work performed.</p> <p>No assessment conditions unreasonably restrict access for learners with disability; WHS requirements reflect genuine occupational demands, not discriminatory barriers.</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>No age-related restrictions or references were identified in the qualification or any of the seventeen units of competency reviewed.</p> <p>With no formal entry requirements, the qualification is accessible to learners of all ages, and competence is assessed solely on performance against defined standards. Packaging rules are flexible, with no age-related limitations on specialisations or elective unit choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>
<p>7 Are the training products free from direct or indirect disability discrimination?</p> <p><i>For example, reasonable adjustments are possible, and</i></p>	<p>Disability Discrimination Act 1992</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>No additional or unnecessary exclusionary criteria were identified across the qualification or its seventeen units.</p> <p>No direct or indirect disability discrimination risks were identified in any of the seventeen units reviewed</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

<p><i>essential versus adjustable tasks are clearly distinguished.</i></p>			
<p>8 Do the training products use inclusive language?</p> <p><i>For example, sector-appropriate terminology, person first language, and no outdated or exclusionary language.</i></p>	<p>Sex Discrimination Act 1984, Disability Discrimination Act 1992, 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>Language used across the qualification and all seventeen units is gender-neutral, contemporary and sector-appropriate.</p> <p>Terms such as ‘individuals’, ‘candidates’, ‘the candidate’ and, where applicable, ‘the learner’ are applied consistently and inclusively. No outdated, exclusionary or discriminatory terminology was identified.</p> <p>Technical terminology is appropriate to each industry sector—automotive tyre servicing, light vehicle, heavy vehicle, agricultural, and OTR/earthmoving and mining—and is used consistently within each sector context</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</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</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>Across all seventeen units learners can participate and be assessed on the same basis as others, subject only to the inherent occupational requirements of tyre servicing work.</p> <p>The OTR and earthmoving units (AURKTJ111, AURKTJ112, AURKTJ113) specify minimum tyre sizes and assembly types aligned with genuine industry practice and standards not discriminatory restrictions.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>

<p><i>technology) are possible, and there are no undue disadvantages.</i></p>		<p>Simulated workplaces, flexible assessment environments, third-party evidence and assessor questioning support equitable implementation and benefit learners who may face barriers to direct observation.</p> <p>No assessment conditions across the seventeen units impose undue disadvantage.</p>	
<p>10 Are the training products free from gender bias, stereotypes, or barriers?</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>Sex Discrimination Act 1984</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>The qualification and all seventeen units do not impose barriers related to sex, gender identity, sexual orientation, intersex status, pregnancy, relationship status or caregiving responsibilities.</p> <p>Language is gender-neutral, with no gender-based assumptions in content, examples or contexts.</p> <p>Packaging rules and assessment conditions are flexible and do not create structural disadvantage for any gender.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</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>No racial or cultural bias was identified across the qualification or any of the seventeen units of competency reviewed.</p> <p>The qualification and units are occupationally focused and do not embed culturally exclusive assumptions, examples, or contexts.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</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>No provisions were identified across the qualification or any of the seventeen units that would disadvantage individuals on the basis of religion, political opinion, national extraction, or social origin.</p> <p>The qualification and all seventeen units are strictly focused on occupational outcomes in automotive tyre servicing across the relevant sectors.</p> <p>No cultural, religious, or politically exclusive assumptions or requirements are embedded in the content, examples, assessment conditions, or packaging rules of any unit reviewed.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</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>The Companion Volume Implementation Guide (CVIG) for the AUR Training Package is referenced in all seventeen units via the VETNet link.</p> <p>The updated version of CVIG for the AUR Training Package CVIG includes guidance on access and equity, including disability and reasonable adjustment, which is expected to support equitable participation while maintaining the integrity of the training products</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>
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