



Recognition of Prior Learning and Assessment Kit

AUR31012 Certificate III in Automotive Sales

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Issue Date: 08/03/2012	Review Date:08/03/2013	Authorised by: Mr. David Jackson		
Developed by: Brian Roberts		Source:		
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ABOUT THIS KIT

This RPL Kit is designed as a self assessment tool to determine whether you are able to provide evidence sufficient for judgements on whether you are competent against units of competency in the Training Package/Qualification undertaken.

This evidence must especially be sufficient, current, reliable, valid and authentic.

This Kit provides assistance to not only confirm which units of competency may be required, but also the basis upon which you should collect evidence for each unit of competency chosen. It does not provide all the detail on each unit of competency, or the qualification as is only available from the full Training Package.

WHAT IS RPL?

Recognition of Prior Learning (RPL) under the Australian National Training Quality Framework is a formal process whereby a person's skills and knowledge acquired through previous training, work, or life experience may be used to grant status or credit in a subject, module, or course.

In the RPL process evidence is collected against the skills and knowledge requirements for the unit of competency or its constituent elements. If recognition is granted then where that unit or units of competency form part of a course the candidate can be credited with the equivalent parts of a course (statement of attainment), or even an entire qualification.

FIVE EASY STEPS TO RPL

1. Read this RPL Kit to determine what you can do and where you wish to gain recognition for your prior learning.
2. For those units of competency being sought examine in detail and reflect on their associated elements and performance criteria.
3. Use the 'Guide to collection of evidence' for each unit of competency to translates the technical detail of the competency standard into a self-assessment approach that permits you to identify where you can provide evidence in the form of credentials, observation reports, written testimonials, or in a portfolio.
4. Collect, sort and package the relevant evidence against each unit of competency.
5. Complete the RPL Kit's cover sheet, check that all relevant forms have been signed and included, and after copying the completed package, submit the evidence and all the completed sheets in this Kit to Australian Salesmasters Training Company for assessment.

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TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to provide evidence about your job roles and your work history. Provide a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Provide your position description and any performance appraisals you have from any retail shops or facilities you have worked in.
3. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. Evidence may be required from them. You may also have community contacts or even clients themselves who can vouch for your skill level.
4. Collect any certificates from in-house training or formal training you have done in the past.
5. Think about other ways you can show your skills in the retail industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

HOW MUCH EVIDENCE IS REQUIRED

When the Trainers are assessing your portfolio of evidence they will be looking for the quality of your evidence submitted. The quality of evidence submitted would be more important than the quantity of evidence that you provide. Evidence must be relevant to the unit of competency. You will need to demonstrate that you have the required skills and knowledge that meets the standards identified in the performance criteria for the unit. You must consider that the evidence that is submitted demonstrates your competency through various examples.

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TYPES OF EVIDENCE FOR RPL

In order to be found competent in this unit you must provide evidence sufficient for judgement by an independent assessor. This Kit suggests three forms of evidence may be collected and packaged. They include:

1. Qualifications (copies must be certified)

This evidence is the most unambiguous and easy to present. It represents the provision of formal qualifications issued by a Registered Training Provider (RTO).

Qualification from an RTO may be the complete qualification for a course (i.e. Certificate IV in Training and Assessment), or for units of competencies gained that credit towards such a qualification. **Statements of Attainment** are where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the *AQF Standards for Registered Training Organisations*.

Qualifications presented may also include those from tertiary institutions or other providers that hold equivalency to the units of competency (i.e. the extent to which a person's acquired knowledge or skills satisfy the competency requirements). Other training providers such as in-house, community and various unaccredited providers may also grant awards that the applicant presents as evidence of learning in the field of endeavour covered by the unit of competency.

Copies of qualifications submitted as evidence must be certified.

2. Observation /Third Part Report

This evidence requires the presentation of an independent report by a qualified observer confirming the applicant has individually or collectively achieved the competency outcomes, performance criteria, skills and knowledge of this competency standard to be demonstrated. Such reports hold greater validity when they come from independent individuals with the verified expertise to make such judgements (i.e. A person competent to assess the unit of competency being observed).

To be valid, an observation/ third party reports must address the applicant's performance specifically in relation to relevant unit/s of competency. Observations/third party reports should establish the writer's working relationship with the applicant, provide examples of what the third party has observed, be signed, dated and presented in an identifiable document.

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3. Written testimonial or report that may specifically demonstrate the applicant's knowledge

This requires the submission of written evidence by the applicant that may specifically demonstrate the applicant's knowledge. Such written reports usually cover and confirm how work and life experience have contributed to such competency being attained. They may also be research or academic papers that confirm the applicant's knowledge on the subject matter.

4. Portfolio of evidence

This requires the submission of workplace documents or other documentary evidence that supports the applicants completion of the outcomes stated in the respective unit of competency

5. Resumes/CVs and current job descriptions

These documents are useful in describing the recent and current contexts in which an applicant works but, on their own, cannot be deemed to be evidence. They must be supported by work examples, valid third party reports and other forms of evidence.

6. Copies of policies and procedures

Many applicants submit such documents as evidence that they work in accordance with an organisations policy and procedures. If this is what the applicant is claiming, they must present evidence of actual work that illustrates this. Of course, if the applicant is claiming to have written the policy and procedures, then the documents themselves are indeed evidence, provided the applicant also presents proof of authorship and provided development of policies and procedures is a requirement of the unit/s of competency being addressed.

7. Work documents

Documents such as examples of the applicant's work, reports, correspondence, meeting documents, files, conference records etc must be identifiable. Each individual piece of evidence should be able to stand on its own. That is, assessors should be able to see that any single piece of evidence is: directly related to the applicant and the organisation for which the work was performed; be dated; have file identification and, where necessary, be signed and/or verified.

8. Historical evidence

The currency of evidence can be a big issue. A general rule of thumb is that evidence that is older than three years must be supported by more up to date evidence of the applicant's continued application of the relevant competence. If the applicant can demonstrate a continuum, then the historical evidence can be used; if not, then the applicant must demonstrate current competence in an appropriate way.

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QUALITY EVIDENCE TO BE COLLECTED

Quality evidence is evidence that the assessor can rely upon. The evidence provided must be able to withstand scrutiny and provide a clear picture your competent performance over a period of time

For all units of competency the collection of quality evidence requires that assessment must address the scope of the respective unit and reflect all components of the unit i.e. the elements, performance criteria, range statement, evidence requirements and key competencies.

GATHERING EVIDENCE

There are three broad types of evidence that you can collect

- Direct evidence
- Indirect evidence
- Personal statements

Direct Evidence

This is work **produced** by you, which might include:

- Correspondence you have written (letters, faxes, emails)
- Completed in-house work programs e.g. documented delivery of in-house training courses
- Folders or records you have maintained
- Plans or schedules you have created and maintained

Direct evidence is anything that you have produced yourself for which you have been primarily responsible. You will need to consider providing various examples of evidence that you have produced over a period of time. It is important to verify your work as your own by getting your supervisor to authorise the evidence that you have submitted. Remember that the Trainer may contact your supervisor to check verification.

Indirect evidence

This is information **about** you, which might include:

- Certificates/Statements of results you have completed
- Minutes of meetings that contain information that you have participated or performed duties at your place of work
- Your position description
- Performance appraisals
- Letters of appreciation from clients or work colleagues

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- Reference from previous employees
- Workplace awards, prizes, certificates
- Photographs/recordings of activities you have undertaken
- Reports from managers or supervisors who have witnessed specific activities you have undertaken

Personal Statements

Statements from your managers, supervisors, previous employers, customers & colleagues, can be included in your evidence portfolio to support your claims. These are not references from previous employers but statements of information that are relevant to an element and performance criteria for the unit of competency.

Keep in mind that any personal statements that you include as evidence should include the following:

- A brief description of the situations and/or circumstances in which you carried out the activity/work
- Details of the activity/work
- Explanation of the planning and factors that contributed to the outcomes of the activities/work, e.g. how, why, when and the outcome.

GUIDE TO THE SUBMISSION OF EVIDENCE

How to lodge evidence

Presentation of any written evidence is important. Remember, you are trying to convince your assessor of your competency. Your written assessment or recognition portfolio should:

- be typed or hand written (Please ensure it can be read easily and is in plain English)
- be sorted into correct order and sequence relating to the units of competency applied for
- be grouped into the relevant order and be easy to access (preferably not in plastic sleeves and be clipped together or stapled where required (prevents loss of pages from important bundles).
- give clear references (if external information sources are used)

All RPL applications should be mailed in hard copy or provided in electronic form (email or digital storage device) wherever possible. Copies must be kept by the applicant.

All applicants should provide contact details for confirmation of receipt of application from the Australian Salesmasters Training Company.

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Sorting and presenting evidence

Evidence provided should:

- Be relevant to the unit of competency.
- Be unambiguously associated with the applicant, not some other person.
 - Each piece of evidence is clearly identifiable as the candidate's own work
 - Qualifications, references, licences etc presented by the candidate are signed off as a full and correct copy of the original by a credible third party
 - Candidate's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, products, etc.
- Be current.
 - demonstrates that the applicant can apply the competency in their current work
 - reflects work carried out by the candidate over a period of time.
 - The key point here is that the assessor must be confident the applicant can still perform to the standard demonstrated by the evidence.
- Be valid:
 - relates directly to the unit of competency
 - demonstrates the relevant underpinning skills and knowledge
 - reflects the four dimensions of competency and key competencies
 - is appropriate to the relevant AQF descriptor. (Detailed below).
- Be verifiable.
- Be reliable.
- Be sufficient:
 - includes all the critical aspects of evidence presented in the unit Evidence Guide, including the specific evidence requirements listed
 - covers the full range of performance identified in the unit
 - shows competency over a period of time and in different contexts
 - includes different forms of evidence
- Focus only on the set performance criteria and associated elements of the unit of competency.
- Copied and placed with each relevant unit of competency or clearly labeled to show where one piece of evidence applies to more than one unit of competency.
- Cover the competency standard in a clear, logical, and structured manner.

Be sure to indicate copyright and any security or privacy issues when presenting evidence. Australian Salesmasters Training Company is sensitive of how RPL information is handled

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and all materials will usually be returned to the applicant. Any special requirements must be noted in your cover page to prevent legal infringements by all parties.

- Relevant AQF Descriptor

This is a training program that leads to the completion of the Australian Government’s Health Training Package. It will equip participants with the essential knowledge, skills and attributes required to work effectively as members of a health services support team and a qualification providing participants with practical skills in the area of Health Support Services at AQF Level 111.

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The twelve qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

Australian Quality Training Framework Level – Level 111

Certificate III

The participant will normally be engaged in a workplace in which they:

- demonstrate some relevant theoretical knowledge
- apply a range of well developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others

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APPLICANT EMPLOYMENT HISTORY FORM

The following is provided as a guide on how you may prepare a work history report

Name, Address and Phone number of Employers	Period of Employment (DD/MM/YYYY)		Position Held	Full Time Part-time Casual	Description of Major Duties
	From	To			
1.					
2.					
3.					
4.					

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PREPARING AN OBSERVATION REPORT

The following is provided as a guide on how you may prepare an observation report.

Purpose of the task:

- *Through this observation candidates must be able to provide evidence that they can successfully complete the unit of competency.*

The evidence guide and in some cases the performance criteria relating to the elements of the unit of competency should become the criteria used to align observed performance. The observer or assessor, where they hold competency standards relevant to being an assessor and the unit of competency being assessed, should indicate where the candidate has been observed completing the criteria to both the required standard (satisfactory) and on a consistent basis.

Instructions for the observation component:

The observer may make comments and add feedback to the candidate during and after the session. These comments are also important parts of the evidence gathering requirements.

While the criteria form the 'checklist' for the observer they also have scope to add comments and add further criteria they may feel is relevant.

The observer/assessor and the candidate being assessed should sign off and date the observation report for it to be considered valid.

NOTE: The candidate may wish to provide the contact details for the observer/assessor in case the Australian Salesmasters Training Company assessor wishes to confirm either detail relating to the assessment or the observer's relationship with the candidate.

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OBSERVATION ASSESSMENT for			
Candidate name:			
Unit of competency:			
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of training session:			
Observation			
Using the Unit of Competency evidence and/or performance criteria list and confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
The candidate's overall performance was:			
Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Assessor/Observer:			
	Dated: / /201		
Signature of candidate/Assessee:			
	Dated: / /201		

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PREPARING A PORTFOLIO

As you work through the relevant unit of competency you must collect documentation or work samples that ‘prove’ what you do or have done. Examples of the type of evidence you collect and package into a portfolio can also include:

- Resume, Curriculum Vitae
- Job/Position description
- Certificates/Qualifications/Statements of Attainment
- Memo’s (you have drafted)
- Letters (you have drafted)
- Proformas/forms you use e.g.
 - Fax messages
 - Procedures/Policy
- Organisational Chart (with names)
- Reports
- Rosters
- Email Correspondence
- References from supervisor/peers
- Letters of support/appreciation
- Plans you have created
- Performance appraisals/review
- Training Diary
- References from previous employers
- Workplace awards, prizes, certificates
- Tools such as:
 - Budgets/costing sheets etc
 - Department documents
 - Booking sheets
 - Workplace evidence e.g. Team meeting notes
- Evaluation forms
- Meetings/conferences/seminars you have helped organise
- Brochures/Flyers you have produced
- Promotional material
- Feedback sheets/surveys
- Team projects (outlining your roles)

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The list is indicative rather than exhaustive.

You should consider using a Portfolio Cover sheet for each unit of competency to ease its collection and verification by the RPL assessor.

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
Portfolio evidence presented for unit of competency:	
List evidence in order:	
Assessor to complete	
Evidence is: Valid Sufficient Authentic Current	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Assessor signature:	
Dated: _____/_____/201_	

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Providing third part verification in a portfolio

This is a template that can be used by the RPL candidate to secure third party testimony as to their performance of skills and knowledge in relation to a unit of competency.

Name:		Date submitted:	
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
Third party testimony for unit of competency: {List unit of competency title}			
Testimony			
Please confirm the work performance of the applicant using this checklist. This information is confidential and will be used by Registered Training Organisation to assess and recognise any prior learning the candidate may have that satisfy the unit of competency listed above Is the applicant able to reliably meet the organisation's performance standards for the following tasks?	Yes	Needs more experience	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{List tasks of elements or skills and knowledge from unit of competency}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments or notes by third party:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Third Party providing testimony:		Dated: ____ / ____ /201__	
Position:		Contact phone number or email:	
Signature of candidate:		Dated: ____ / ____ /201__	
Position:		Contact phone number or email:	
RPL assessor to complete			
Evidence is: Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Authentic <input type="checkbox"/> Current <input type="checkbox"/>			
RPL Assessor signature:			
Dated: ____ / ____ /201__			

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The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program: AUR31012 Code: HLT32912 Title: Certificate III in Automotive Sales

Name:

Employer:

Postal Address:

Date of Posting:

Email contact (*for ASTC to confirm receipt of this application*)

Note any special copyright, privacy or other evidence handling requirements:

Declaration

I declare that:

- No part of this assessment has been copied from another person's work, except where documents or work is listed/referenced
- No part of this assessment has been written for me by another person

Signed:

Date:

Please post assessment to:

*Australian Salesmasters Training Company
PO Box 638
Rosebery
NSW 1445*

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CREDENTIALS PRESENTED AS evidence

Name the credentials (qualifications or statements of attainment) claimed as providing primary evidence for Recognition of Prior Learning against the units of competency composing the Automotive Industry Retail, Service and Repair Training Package.

A certified copy of all credential(s) - qualification or statements of attainment- listed **must** be provided.

Nominate relevant courses and qualifications held

Name of Course	Name and provider code of RTO awarding qualification	Date Awarded

Nominate relevant statements of attainment for imported units of competence held.

Name of Unit/Module	Training Package or Course Title	Date Awarded

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To be awarded the AUR31012 Certificate III in Automotive Sales

Evidence to satisfactorily satisfy the evidence criteria in **20 units** of competency, consisting of:

- **10 core units**

plus

- **6 specialist elective units** in **one** of the selected specialist groups relating to occupational streams

plus

- **4 general elective units**, of which:

- up to **4** elective units may be chosen from the elective units listed below
- up to **4** elective units may be chosen from a Certificate II qualification or above in this Training Package or another endorsed Training Package or accredited course, provided that the units chosen contribute to the vocational outcome of this qualification and do not duplicate the outcome of another unit chosen for the qualification.

Core units

Unit code	Unit title
Common – Sales and Marketing	
AURACA2001	Establish relations with customers
Common – Environment	
AURAEA2002	Apply environmental and sustainability best practice in an automotive workplace
Common – Foundation Skills	
AURAFSA2004	Solve routine problems in an automotive workplace
Common – Management, Leadership and Supervision	
AURAMA3004	Maintain business image
Common – Health and Safety	
AURASA2002	Apply safe working practices in an automotive workplace
Sales and Parts, Administration and Management – Administration	
AURSAA2001	Process customer complaints
Sales and Parts, Administration and Management – Sales and Marketing	
AURSCA2005	Sell products

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Unit code	Unit title
AURSCA2006	Promote products and services
Sales and Parts, Administration and Management – Regulatory or Legal	
AURSLA2001	Apply legal requirements relating to product sales
Imported Units	
BSBITU305A	Conduct online transactions

Specialist elective units

Group A: Parts Interpreting

Unit code	Unit title
Electrical – Technical – Electrical and Electronic	
AURETR3025	Test, charge and replace batteries
Sales and Parts, Administration and Management – Support and Logistics	
AURSBA2001	Carry out warehousing procedures
AURSBA3002	Apply automotive parts interpretation process
Sales and Parts, Administration and Management – Sales and Marketing	
AURSCA2001	Select automotive parts and products
Imported Units	
BSBPRO401A	Develop product knowledge
BSBWOR204A	Use business technology
SIRXINV002A	Maintain and order stock
SIRXMER201	Merchandise products
TLIA2012A	Pick and process orders

Group B: Vehicle, Farm Machinery and Motorcycles Sales

Unit code	Unit title																				
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Unit code	Unit title
Sales and Parts, Administration and Management – Sales and Marketing	
AURSCA2002	Present stock and sales area
AURSCA2003	Apply sales procedures
AURSCA3007	Determine used motor vehicle stock requirements
AURSCA3008	Wholesale used motor vehicle stock
AURSCA3009	Provide vehicle technology information
Imported Units	
BSBSLS402A	Identify sales prospects
BSBSLS403A	Present a sales solution
BSBSLS404A	Secure prospect commitment
BSBSLS405A	Support post sale activities

General elective units

Unit code	Unit title
Common – Sales and Marketing	
AURACA3003	Build customer relations
Common – Foundation Skills	
AURAF2001	Use numbers in an automotive workplace
AURAF2002	Read in an automotive workplace
AURAF2003	Communicate effectively in an automotive workplace
Common – Management, Leadership and Supervision	
AURAMA2002	Communicate business information
AURAMA3003	Conduct information sessions

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Unit code	Unit title
Common – Quality	
AURAQA2001	Contribute to quality work outcomes
Sales and Parts, Administration and Management – Sales and Marketing	
AURSCA2001	Select automotive parts and products
AURSCA2002	Present stock and sales area
AURSCA2004	Carry out cash, credit and funds transfers
AURSCA3007	Determine used motor vehicle stock requirements
AURSCA3008	Wholesale used motor vehicle stock
Sales and Parts, Administration and Management – Sales and Marketing – Paint	
AURSCP2001	Provide information to customers on automotive refinishing products
Imported Units	
BSBFIA301A	Maintain financial records
SIRXCCS201	Apply point-of-sale handling procedures
SIRXFIN201	Balance and secure point-of-sale terminal
SIRXICT001A	Operate retail technology
SIRXINV001A	Perform stock control procedures
SIRXMER303	Coordinate merchandise presentation
TAEDEL301A	Provide work skill instruction
TLIA2012A	Pick and process orders
TLIA2020A	Replenish stock

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**THE FOLLOWING ARE EXAMPLES OF COMPLETED:
1. LEARNING ENVIRONMENT COMPETENCY STANDARD**

AURASA2002	Apply safe working practices in an automotive workplace		
Unit Descriptor	<p>This unit describes the performance outcomes to apply basic safety and emergency procedures in order to contribute to a safe workplace for staff, customers and others.</p> <p>The unit involves the safety factors related to the use of automotive workplace hand tools and hand-held power tools, fixed equipment, chemicals, as well as vehicles and their use.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>		
Application of the Unit	Work applies to the safety and emergency procedures of automotive workplaces.		
Element	Performance Criteria	Tick if evidence provided (✓)	
1. Apply basic safety procedures	1.1	Worksite policies and procedures for safety are followed and maintained while performing work tasks	
	1.2	Unsafe situations and hazards in the workplace are recognised and reported according to workplace health and safety (WHS) requirements and regulations	
	1.3	Procedure and reporting guidelines for machinery and equipment breakdowns are identified	
	1.4	Fire and safety hazards are identified and precautions are taken or reported according to workplace policy and procedures	
	1.5	Storage and handling practices for dangerous goods and substances are identified and applied according to workplace policy, procedures and WHS requirements	
	1.6	Workplace policy regarding manual handling practice is identified and followed	
	1.7	Participation in WHS consultative arrangements established by company is exercised	
2. Apply emergency procedures	2.1	Worksite policies and emergency procedures regarding illness or accidents are identified and applied	
	2.2	Safety alarms are identified	
	2.3	Fire fighting appliances and equipment are located and identified for emergency use	
	2.4	Qualified persons are identified for contacting in the event of accident or sickness of customers or staff	

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	2.5	Accident and incident documentation practices are followed according to worksite accident and injury procedures	
	2.6	Worksite evacuation procedures are identified	
Qualifications Gained (Tick the appropriate box) <input type="radio"/> RTO credential <input type="radio"/> Tertiary institution credential (university) <input type="radio"/> Company training course <input type="radio"/> Previous employer training course <input type="radio"/> Accredited Tertiary/Secondary course <input type="radio"/> Other training course (please specify)		Portfolio Evidence Attached (Tick the appropriate box) <input type="radio"/> Sample of work completed <input type="radio"/> References and Testimonials <input type="radio"/> Letter of Validation <input type="radio"/> Certificate <input type="radio"/> Statement of results <input type="radio"/> Awards <input type="radio"/> Other (specify)	
Observation provided by: (Tick the appropriate box) <input type="radio"/> Person holding unit of competency <input type="radio"/> Supervisor familiar with work <input type="radio"/> Independent expert		Written testimonial provided covering: (Tick the appropriate box) <input type="radio"/> Knowledge (written report or paper) <input type="radio"/> Work experience <input type="radio"/> Life experience	
Signed:		Date completed:	
Name in Full:		Contact email:	

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2. A GUIDE TO THE COLLECTION OF EVIDENCE

A guide to the collection of evidence for: AURASA2002 Apply safe work practices in an automotive workplace	
<p>The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.</p> <p>Assessment must reflect the endorsed Assessment Guidelines of the Automotive Industry Retail, Service and Repair Training Package</p>	
Overview of Assessment	
<p>The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:</p> <ul style="list-style-type: none"> • Ability to communicate effectively with others involved in or affected by the work • Ability to identify and assess hazardous situations and rectify, or report to the relevant persons • Ability to safely handle and store dangerous and hazardous goods and substances • Ability to apply safe manual handling practices • Ability to identify fire safety equipment and procedures applicable to emergency situations in an automotive workplace • Ability to follow workplace safety, accident, incident and evacuation procedures. 	

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Candidates must show that they have participated in relevant industry/professional development events or activities and had access to appropriate documentation and resources normally used in the workplace including workplace procedures, regulations, codes of practice and operation manuals.

They must be able to demonstrate skills to:

- communication skills to communicate verbal and written information relating to reporting procedures and unsafe conditions
- initiative and enterprise to:
 - adapt to emerging situations in an automotive workplace
 - identify sources of information, assistance and expert knowledge to expand knowledge, skills and understanding
- literacy skills to:
 - understand workplace safety-related procedures
 - read, interpret and follow information on written instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- numeracy skills to understand numbers and mathematical
- planning and organising skills to:
 - identify risk factors and take action to minimise risk
 - plan and organise activities which implement and follow standard procedures
- problem-solving skills to:
 - recognise a workplace problem or a potential problem and take action
 - refer problems outside area of responsibility to appropriate person and suggest possible causes
 - establish diagnostic processes which recommend improvements for WHS issues
- self-management skills to:
 - select and use appropriate safety equipment, materials, processes and procedures
 - recognise limitations and seek timely advice
 - document and report numbers for emergency procedures
 - follow workplace documentation, such as codes of practice and operating procedures
- teamwork skills to:
 - work with others and in a team by assisting and cooperating with team members
 - work with diverse individuals and groups
- technical skills to:
 - collect, organise and understand technical information relating to recognising and reporting unsafe situations
- technology skills to use workplace safety-related technology to assist with safe work practice

AND

They must be able to demonstrate knowledge of:

- implications for WHS of business operations and customer relations
- common automotive workplace safety terminology
- WHS regulations, requirements, equipment and material and personal safety requirements
- safe manual handling theories and practices
- the location and application of fire fighting appliances in the workplace
- dangerous goods and hazardous chemicals handling processes
- workplace reporting procedures

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Checklist for provision of evidence for this Unit of Competency		Mark off when satisfied
Policies and procedures may include:	<ul style="list-style-type: none"> • hazard policies and procedures • emergency, fire and accident procedures • personal safety procedures • procedures for the use of personal protective clothing and equipment • use of motor vehicles • resolution procedures • job procedures and work instructions • safe working practices • workplace operating procedures. 	
Workplace health and safety (WHS) requirements:	<ul style="list-style-type: none"> • are those prescribed under legislation, regulations, codes of practice, and workplace policies and procedures • may include: <ul style="list-style-type: none"> • protective clothing and equipment • use of tools and equipment • handling of material • use of fire-fighting equipment • first aid equipment • hazard control, including control of hazardous materials and toxic substances. 	
Hazards may include:	<ul style="list-style-type: none"> • sharp cutting tooling and instruments • electricity and water • toxic substances • damaged packing material or containers • broken or damaged equipment • flammable materials and fire hazards • lifting practices • spillages • waste and debris especially on floors, ladders, trolleys. 	

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3. OBSERVATION

OBSERVATION ASSESSMENT for AUR31012 Certificate III in automotive sales			
Candidate name:			
Unit of competency:	AURASA2002 Apply safe work practices in an automotive workplace		
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of observation:			
Observation			
Identifying hazards in the work area	Yes	No	N/A
Follow clear, logical verbal or clear, logical plain English written instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to use correct common automotive workplace safety terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry out pre-start systems and equipment checks in accordance with workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately reporting of incidents and or hazards to appropriate personnel in accordance with workplace procedures and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow workplace procedures and work instructions for controlling risks in accordance with requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When necessary seek clarification of meaning with peer and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joining in participative arrangements for WHS management in the workplace within scope of own role and responsibilities in accordance with workplace procedures and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display ability to interpret workplace WHS pictorial/graphical and written signs/instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display ability to correctly follow workplace emergency procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display ability to correctly identify workplace fire safety equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Assessor/Observer:	Dated: / /201		
Signature of candidate/assessee:	Dated: / /201		

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4. PORTFOLIO OF EVIDENCE

Name:	Date submitted:
<p>I declare this evidence to have been produced by the undersigned. Candidate's signature:</p>	
<p>Portfolio evidence presented for unit of competency: Sample of RPL evidence gathering process for AURASA2002 Apply safe work practices in an automotive workplace</p>	
<p>A list of the type of evidence you MUST collect are listed below. There may be other pieces of evidence that you could collect. You are encouraged to discuss any other options with your assessor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of legal and compliance requirements for Work Health and Safety <input type="checkbox"/> Examples of workplace procedures, regulations, codes of practice and operation manuals <input type="checkbox"/> Examples of participating in WHS consultative processes <input type="checkbox"/> Documents relating to hazards in the workplace and documents relating to workplace safety, <input type="checkbox"/> Examples of hazard identification and risk assessment, <input type="checkbox"/> Examples of communicating outcomes of joining in participative arrangements over WHS issues to the workgroup, <input type="checkbox"/> Examples of records of emergency situations, <input type="checkbox"/> Knowledge of policy and procedure for safely handling and storing dangerous and hazardous goods and substances <input type="checkbox"/> Examples of applying safe manual handling practices <input type="checkbox"/> Demonstrated ability to identify fire safety equipment and procedures applicable to emergency situations in an automotive workplace <input type="checkbox"/> Records of the ability to correctly follow emergency procedures in emergency situations 	
<p>Other evidence provided/substituted (List each item):</p>	
<p>Assessor to complete</p> <p>Evidence is: Valid Sufficient Authentic Current</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>Assessor signature:</p> <p>Dated: ____/____/201</p>	

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Sample of RPL evidence gathering process for AURASA2002 Apply safe work practices in an automotive workplace

To assist confusion in the gathering of evidence, please remember that the submission of a couple of good examples, related to specific performance criteria, will answer commonly asked questions and clarify what is required.

Step 1:

Read the **WHOLE** unit of competency, making sure you include *the Range Statement and Evidence Guide*.

Step 2:

Think about what you have done in relation to:

- having participated in relevant workplace/industry/professional development events or activities

and

- access you have had to appropriate documentation and resources normally used in the workplace including human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.

You must be able to demonstrate:

- Ability to communicate effectively with others involved in or affected by the work
- Ability to identify and assess hazardous situations and rectify, or report to the relevant persons
- Ability to safely handle and store dangerous and hazardous goods and substances
- Ability to apply safe manual handling practices
- Ability to identify fire safety equipment and procedures applicable to emergency situations in an automotive workplace
- Ability to follow workplace emergency procedures in emergency situations. (Note that evidence in this area may be gathered through simulations.)

In particular, think of **at least two** examples of

- Planned to work safely
- Contributing to workplace meetings about WHS policies and procedures
- Following safe work procedures
- Applying safe manual handling practices
- Using personal protective equipment correctly
- Identifying potential and existing risks or hazards
- Following emergency response procedures
- Communicating WHS information to appropriate personnel.

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- Using tools and equipment and products safely
- Reported on WH & S non-conformance
- Participating in WHS consultative activities

For each example, with the help of the Range Statement, work out how you could demonstrate to an assessor:

- The workplace hazards you have identified and reported
- Emergency procedure activities have you/been involved with
- How you identified hazards
- Where you been involved in consultative processes. If so, what where they?
- Relevant regulations and legislation have you considered have you considered and for what purpose

In an RPL situation, you need to provide documented evidence of all of the above. Such evidence would be **valid**, since it would be based on the elements and performance criteria and on the requirements of the Evidence Guide.

Examples of documented evidence

1 A report which identifies and reports emergency situations

A valid report, well documented, should:

- Clarify the **work health and safety issues** for review and document the scope of review
- Record Consultation with *relevant personnel*
- Identify policies and procedures relevant to hazard identification or emergency procedures
- Apply relevant regulations and legislation

It should also clearly establish the relationship between you and your organization/workplace.

The documented evidence must include:

- Official identification, such as the organisation's/employer's letterhead, file name/numbers, and a clear statement about you and your role as a human resources officer [to establish **authenticity**]
- Dates and timeframes [to establish **currency**]
- Description of work health and safety function, how you identified emergency/hazards/risk etc [**validity**]

2 A final report form

Some form of documented evidence such as the above that the report was completed, reviewed and evaluated

Note that all of the above may appear in one authenticated, dated document.

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3 Evidence to support your literacy skills to read and interpret instructions, procedures, information, labels, signs and complete documentation relevant to developing and participating in the WHS process

Such evidence may be in the form of emails between you and your workplace supervisor, written feedback from your workplace supervisor and/or from others involved with the work health and safety functions re outcomes achieved and the value of the recommendations for future activity

NB: Written feedback from team members is appropriate evidence in relation to communication skills in this context

4 Third party report

Your facilitation of all aspects of the research that supports work across a range of workplace WHS participation functional areas described above should be verified by a credible third party, usually a manager or senior colleague. Again, such a report must be identified, as above, dated and signed. If in the form of an email, the report would be self-identifying and dated.

In conclusion

To ensure that your evidence is **sufficient**, you should include at least three different forms of evidence, as described above, of involvement in workplace safety / occupational health and safety functions. Together, the research documents, emails and third party report should demonstrate your competency

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