



MENZIES
INSTITUTE OF TECHNOLOGY

COURSE HANDBOOK

**AUR40620 CERTIFICATE IV IN AUTOMOTIVE ELECTRICAL
TECHNOLOGY**

DELIVERY MODE: CLASSROOM BLENDED

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1. Packaging Rules

Packaging Rules	<p>10 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> • 1 core units • 9 elective units, consisting of: <ul style="list-style-type: none"> ○ up to 9 units may be chosen from the elective units listed on https://training.gov.au/Training/Details/AUR40620 ○ up to 3 units may be chosen from a Certificate III qualification or above in this Training Package or another endorsed Training Package or accredited course, provided that the units chosen to contribute to the vocational outcome of this qualification and do not duplicate the outcome of another unit chosen for the qualification. <p>For more information on the packaging rules, please visit https://training.gov.au/Training/Details/AUR40620</p>																																	
Units of Competency	<p>Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on conversations with employers regarding skills gaps through changes in technology or processes and materials or areas of increased pressure on service delivery.</p> <table border="1" data-bbox="373 797 1442 1731"> <thead> <tr> <th>Unit Code</th> <th>Unit Name</th> <th>Core (C) Elective (E)</th> </tr> </thead> <tbody> <tr> <td>AURAEA003</td> <td>Monitor environmental and sustainability best practice in an automotive workplace</td> <td>E</td> </tr> <tr> <td>AURATA005</td> <td>Estimate and quote automotive mechanical and electrical repairs</td> <td>E</td> </tr> <tr> <td>AURETR104</td> <td>Diagnose complex faults in convenience and entertainment systems</td> <td>E</td> </tr> <tr> <td>AURTTR101</td> <td>Diagnose complex faults in engine management systems</td> <td>E</td> </tr> <tr> <td>AURLTB104</td> <td>Diagnose complex faults in light vehicle braking systems</td> <td>E</td> </tr> <tr> <td>AURETR137</td> <td>Diagnose complex faults in light vehicle safety systems</td> <td>E</td> </tr> <tr> <td>AURTTA121</td> <td>Diagnose complex system faults</td> <td>C</td> </tr> <tr> <td>AURTTA126</td> <td>Diagnose complex faults in electronic over hydraulic systems</td> <td>E</td> </tr> <tr> <td>AURTTA017</td> <td>Carry out vehicle safety inspections</td> <td>E</td> </tr> <tr> <td>AURETR140</td> <td>Diagnose complex faults in vehicle monitoring and protection systems</td> <td>E</td> </tr> </tbody> </table> <p>***Note: The packaging rules applied to this qualification have resulted in their being no requirements for prerequisite or corequisite units.</p>	Unit Code	Unit Name	Core (C) Elective (E)	AURAEA003	Monitor environmental and sustainability best practice in an automotive workplace	E	AURATA005	Estimate and quote automotive mechanical and electrical repairs	E	AURETR104	Diagnose complex faults in convenience and entertainment systems	E	AURTTR101	Diagnose complex faults in engine management systems	E	AURLTB104	Diagnose complex faults in light vehicle braking systems	E	AURETR137	Diagnose complex faults in light vehicle safety systems	E	AURTTA121	Diagnose complex system faults	C	AURTTA126	Diagnose complex faults in electronic over hydraulic systems	E	AURTTA017	Carry out vehicle safety inspections	E	AURETR140	Diagnose complex faults in vehicle monitoring and protection systems	E
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2. Educational Pathways

Pathways into the Qualification	Students are required to have completed AUR30320 Certificate III in Automotive Electrical Technology in this Training Package or other relevant qualifications.
Pathways from the Qualification	Further training pathways from this qualification include AUR50116 Diploma of Automotive Management, AUR50216 Diploma in Automotive Technology or other relevant qualifications.
Employment Pathways	<p>Graduates may find employment in automotive industry as a:</p> <ul style="list-style-type: none">• Light Vehicle Electrical Technician.• Automotive Light Vehicle Electrical Repair Technician.• Motor Mechanic (General). <p>***Note: It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p>

3. Learner Characteristics

Key Characteristics of Target Learner Cohort	<p>The key characteristics of target learner cohort are individuals who have completed AUR30316/AUR30320 Certificate III in Electrical Technology with Menzies or any other training provider and are:</p> <ul style="list-style-type: none">• planning to pursue a career specific to the automotive sector and gain a qualification.• able to attend regular face-to-face classes.• individual who are 18 years or older.
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4. RTO's admission requirements

The RTO requires candidates to meet its admission requirements prior to enrolling into this qualification to ensure that they have the required skills and knowledge to successfully complete the qualification at this AQF level. This consists of:

Domestic Students	<p>Those undertaking Certificate IV in Automotive Electrical Technology must have completed AUR30320 Certificate III in Automotive Electrical Technology or be able to demonstrate equivalent competency.</p> <ul style="list-style-type: none">• Minimum age of 18 years and above.• Satisfactory completion of the equivalent of Australian Year 11 or higher.• Have physical attributes suitable for working in the automotive industry that encompasses manual handling of equipment including lifting and carrying heavy objects within scope of safe working practices (i.e. removing and fitting engine electrical components and parts). <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none">• Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience.• Complete the Language, Literacy and Numeracy (LLN) Test. <p>If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment, then it is not required.</p>
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International Students

Those undertaking Certificate IV in Automotive Electrical Technology must have completed AUR30320 Certificate III in Automotive Electrical Technology or be able to demonstrate equivalent competency.

- Minimum age of 18 years and above.
- Satisfactory completion of the equivalent of Australian Year 11 or higher.
- Have physical attributes suitable for working in the automotive industry that encompasses manual handling of equipment including lifting and carrying heavy objects within scope of safe working practices (i.e. removing, and fitting engine electrical components and parts).
- English Language Requirements (meet one of the requirements outlined below).

1.

IELTS (General or Academic) overall	PTE Academic	TOEFL PB	TOEFL IBT	CAE Scale	ELICOS (General English)
5.5	46	506	62	162	n/a
5.0	38	478	51	154	+ 15 weeks
4.5	30	450	40	146	+ 30 weeks

*****Note:** Results older than two years are not acceptable (for offshore applicants).

OR

2. Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States.

OR

3. Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a Certificate III or higher-level qualification, from the Australian Qualifications Framework.

OR

4. Applicants originating from student's visa assessment levels 1 and 2 countries without the required IELTS, or equivalent score must undertake the Language, Literacy and Numeracy (LLN) Test. For further information on student visa assessment levels visit Department of Home Affairs' website at www.homeaffairs.gov.au

Additionally, the learner is required to:

- Onshore International Students
 - Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience.
- Offshore International Students
 - Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. This will be conducted either via video call (e.g. Skype) or phone call to the prospective learner.

If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment, then it is not required.

Other Conditions	<p>Complete the Language, Literacy and Numeracy (LLN) Test prior to the commencement of the course.</p> <p>Students required to invest approximately 8 hours a week of self-directed learning to complete self-study and assessments during the training weeks and does not include the term breaks.</p>
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5. Training/Delivery Arrangements and Strategies

Delivery Location	<p>Melbourne, Victoria.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #e1eef6;">Location</td> </tr> <tr> <td>Adderley Campus – 113 Adderley Street, West Melbourne – Workshop</td> </tr> <tr> <td>Spencer Campus – Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions</td> </tr> </table> <p>This course will only be delivered and assessed in Victoria and not offered for interstate students.</p>	Location	Adderley Campus – 113 Adderley Street, West Melbourne – Workshop	Spencer Campus – Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions
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Adderley Campus – 113 Adderley Street, West Melbourne – Workshop				
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Delivery Mode	Classroom Blended including classroom sessions, self-study, and theory assessments at home and simulated workplace environment.			
Training support after the classroom training sessions	<p>Training support is provided following the training session.</p> <p>Learners may make individual appointments for training support if required.</p> <p>Training support can be provided via face-to-face, phone, Skype, or email.</p>			
Individual Learning & Reflection/Self-paced	<p>All the student receives Canvas LMS login so they can refer to a range of videos, links, quizzes, audio books in their own time.</p> <p>Trainer will provide quizzes to the students to complete in their own time and discuss the quizzes in the next session/s. Please refer the session plan for the further information.</p> <p>All the students receive physical copy of automotive book.</p> <p>Completion of self-study will be monitored by the trainer. Trainers will ask students questions related to their self-study each week to make sure that students have gained the knowledge related to the quiz.</p>			
Assessments	Some assessment tasks need to be completed outside the classroom environment especially theory assessments.			

6. Course Duration

Course Duration	<p>Full time: over a period of 24 weeks:</p> <ul style="list-style-type: none"> • 24 weeks of delivery is inclusive of 2 weeks holiday breaks. • Classroom sessions of 20 hours per week. • Training support hours include the assistance provided after the classroom session or on request by learners either via face-to-face or phone, Skype, or email to support learners to undertake the learning activities and other academic matters. • Individual learning and reflection hours are monitored by Institute or its Trainers/Assessors. <p>***Note: No classes on public holidays.</p>
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	Refer to the Delivery Structure and Delivery Hours table below for the breakdown of delivery hours.
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7. Delivery Details/Strategies

Delivery Methods	<p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none"> • lectures/instructions. • pre-reading. • demonstrations and modelling. • practice opportunities. • brainstorming activities. • group discussions. • guided facilitation of individual or group learning activities, group work or project-based case studies.
Delivery Structure	<p>Delivery structure is comprised of classroom training sessions, structured learning such as training support, learning activities, self-paced (to allow the learners to absorb and reflect on their learning).</p> <p>The unit of competency will be delivered and assessed as stand-alone units.</p>
Units of Competency	All units to be delivered and assessed based on the individual timetable.

8. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. For more information, refer to the Training and Assessment Policy and Procedures.

Assessments	<p>Assessments will be conducted in the classroom and Menzies Automotive workshop or independent learning environment.</p> <p>Learners may complete their assessments at the classroom or independent learning environment.</p> <p>***Note: Please refer the individual Assessment task for the further information.</p> <p>Assessments will address:</p> <ul style="list-style-type: none"> • Application of the Unit statement. • Elements. • Performance Criteria. • Performance Evidence. • Assessment Conditions. • Knowledge Evidence. • Foundation Skills. • Dimensions of competency. <p>Where a learner's work is assessed to be 'not satisfactory', he or she will be provided with additional support, coaching, or tutoring and the opportunity to re-submit the work.</p>
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	<p>Specific assessment conditions relevant to each unit are detailed in the assessment tools for a unit of competency.</p> <p>Learners are provided with assessment materials and instructions as to how the assessment will be conducted and by whom.</p> <p>Assessors have flexibility (according to the requirements of the Training Package, including the Performance Evidence and Assessment Conditions for each unit of competency) to accept other forms of evidence from individual learners.</p> <p>All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence (https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-one/clauses-1.8-1.12)</p> <p>Assessment methods to be used for each unit of competency are outlined in the Training and Assessment Delivery Matrix below.</p>
<p>Establish the Assessment Context</p>	<p>The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and identifies the training and assessment materials that have been developed to facilitate the learning and assessment process. It is, therefore, important to establish some of the most common assessment contexts, such as:</p> <ul style="list-style-type: none"> • The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues • Opportunities for gathering evidence in several situations • The purpose of assessment • Who carries out assessment • The period during which the assessment takes place • Apportioned costs or fees (if applicable)
<p>Submission of Assessments and Feedback</p>	<p>Schedule of submission of assessments are usually indicated on the timetables. Adjustments can be made on discretion of the trainer/assessor.</p> <p>Learner may submit their assessments by hand to the trainer/assessor or by email.</p> <p>Completed and submitted work will be assessed within fifteen (15) working days from the date of submission.</p> <p>Written feedback is provided to the learner as soon as practicable.</p>
<p>Marking and Recording of Assessments</p>	<p>The Trainer/Assessor must:</p> <ul style="list-style-type: none"> • Record the assessment outcomes for each completed assessment task and mark either 'Satisfactory' or 'Not Satisfactory'. • On completion of all assessment tasks, the overall assessment decision is to be recorded as either 'Competent' or 'Not Yet Competent'. • Submit evidence of student's assessments and outcome records on a Unit Competency File. <p>The Student Administration Department must:</p> <ul style="list-style-type: none"> • Record the results into the Student Management System (Wisenet). • File the original assessments into the Unit Competency File.

9. Assessment Requirements

Requirements for assessments	<p>The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner.</p> <p>Assessment Instructions for each assessment task and activities are clear such as what to expect, when, how, where, etc.</p> <p>Templates are provided, if required, with each skill test/assessment task.</p> <p>Performance criteria is provided to each skill test/assessment task but not directly copied from TGA.</p> <p>Benchmarks are set, detailed, and clearly set out on the assessor resources (marking guide consist of all expected accurate or variable response that is 'nearly', 'closely' or 'exactly' expected for the task).</p> <p>Evidence requirements in the marking guide are measurable.</p> <p>The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence.</p> <p>The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit.</p> <p>Assessment Conditions are specified in the assessment tasks.</p> <p>Foundation skills are addressed and mapped adequately in the mapping document.</p> <p>Trainer/Assessor's feedback are recorded to inform learners on the outcomes of each assessment they undertake.</p> <p>Cumulative assessment records are kept for the purpose of monitoring learner progression.</p>
Assessment Tools	<p>RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> • Assessment type and assessment task description. • The context and conditions for the assessment. • Resubmissions and reattempts. • Location (where assessment is conducted). • Assessment appeals. • Information regarding how trainers/assessors will assess the work. • An outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). • The relevant administration, recording and reporting requirements. <p>Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.</p>

10. Assessment Methods Matrix

Unit Code	Unit Name	Written Assessment	Practical Demonstration
AURAEA003	Monitor environmental and sustainability best practice in an automotive workplace	√	√

Unit Code	Unit Name	Written Assessment	Practical Demonstration
AURATA005	Estimate and quote automotive mechanical and electrical repairs	√	√
AURETR104	Diagnose complex faults in convenience and entertainment systems	√	√
AURTR101	Diagnose complex faults in engine management systems	√	√
AURLTB104	Diagnose complex faults in light vehicle braking systems	√	√
AURETR137	Diagnose complex faults in light vehicle safety systems	√	√
AURTTA121	Diagnose complex system faults	√	√
AURTTA126	Diagnose complex faults in electronic over hydraulic systems	√	√
AURTTA017	Carry out vehicle safety inspections	√	√
AURETR140	Diagnose complex faults in vehicle monitoring and protection systems	√	√

11. Assessment Feedback

Assessment Feedback	<p>Feedback and input from learners and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and during the validation processes.</p> <p>Feedback will be sought through the following process:</p> <ul style="list-style-type: none"> ● Feedback from learners: <ul style="list-style-type: none"> ○ To assist with continuous improvement processes, learners are given opportunities to provide feedback during the course of their study and at the end of the course. ○ They are also given a satisfaction survey at the completion of the course. ● Trainer feedback and comments: <ul style="list-style-type: none"> ○ Feedback from trainers/assessor are formally sought during the scheduled validation activities.
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12. Complaints and Appeals

Complaints and Appeals	<p>Complaints:</p> <ul style="list-style-type: none"> ● Learners are informed of RTO's Complaints and Appeals Policies via the RTO's website. ● If a learner has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the learner is not satisfied and the issue has not been resolved, the learner will be asked to complete a Complaint/Appeal Form available from either the trainer or administration staff for referral to the compliance manager who will then investigate the complaint and advise the complainant of the outcome, in writing. <p>Refer to the following documents for further details of Complaints:</p>
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	<ul style="list-style-type: none"> • Complaint and Appeals policy and procedure. • Complaint form. <p>Assessment decision appeal</p> <ul style="list-style-type: none"> • If a Learner was assessed as 'Not Yet Competent' in any performance criteria, they are to be provided the opportunity for reassessment. A time for re-assessment is to be set at a mutually agreeable time. • The learner is granted two attempts to complete each task satisfactorily without any cost to the learner. If deemed 'Not Yet Competent' after the second attempt, the learner will be required to do further training before reattempting the unit. • Fees may apply if learner is to repeat the unit. • In the event that a learner is again assessed 'Not Yet Competent' and if a learner believes that they have not received a fair and accurate assessment of the unit requirements then they should follow the appeals procedure. <p>For more information, please refer to Complaints and Appeal Policy and Procedure.</p>
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13. Monitoring Attendance and Course Progress

Course Completion and monitoring course progress	<p>Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none"> • early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource, and assistance. • identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification. • contacting (by phone or email) those learners with poor attendance and have not contacted their trainer to discuss any difficulties which may be impacting their ability to participate in the course and on how the RTO can provide reasonable support that may be relevant to their situation. <p>For more information, refer to the MITP01 and MITP02 policy for further information.</p>
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14. Performance and knowledge evidence

Performance and Knowledge Evidence	<p>During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:</p> <ul style="list-style-type: none"> • Direct: <p>This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not yet satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.</p> <ul style="list-style-type: none"> • Indirect: <p>This involves evidence which supports the learner being able to complete a task. For example:</p> <ul style="list-style-type: none"> ○ a written assessment piece responding to specific knowledge questions. ○ any documentation prepared as part of this training program.
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15. Training and Delivery Structure

- Total Hours – Hours delivered by Menzies Institute of Technology.

- Individual Learning & Reflection/Self-paced hours – Students to conduct the studies in their own time and trainer will discuss in the coming session/s.

Unit Code	Unit Name	Core (C) Elective (E)	Training Session Hours including practical	Simulated Workplace Assessments at Workshop Hours	Individual Learning & Reflection/Self-paced	Assessments outside the campus	Total hours
AURAEA003	Monitor environmental and sustainability best practice in an automotive workplace	E	17	3	6	9	35
AURATA005	Estimate and quote automotive mechanical and electrical repairs	E	36	4	6	11	57
AURETR104	Diagnose complex faults in convenience and entertainment systems	E	30	10	6	12	80
AURTR101	Diagnose complex faults in engine management systems	E	48	12	8	12	80
AURLTB104	Diagnose complex faults in light vehicle braking systems	E	31	9	8	10	58
AURETR137	Diagnose complex faults in light vehicle safety systems	E	32	8	8	12	60
AURTTA121	Diagnose complex system faults	C	51	9	12	15	87
AURTTA126	Diagnose complex faults in electronic over hydraulic systems	E	40	20	6	12	56
AURTTA017	Carry out vehicle safety inspections	E	15	5	3	8	56
AURETR140	Diagnose complex faults in vehicle monitoring and protection systems	E	40	20	6	12	56
TOTAL			340	100	69	113	622

*****Note:**

1. Training hours & Simulated assessment hours – 440, Theory assessment hours – 113.
2. Total volume of Learning hours = 340+100+69+113 = 622 hours.
3. If any class days fall on a public holiday, then the session will be allocated to another day in that week.
4. Students undertake the self-directed learning to be able to complete the assessment tasks.

16. Facilities and Resources

Training Resources	Learning & Assessment Resources provided by the Institute to Students
	<input checked="" type="checkbox"/> Textbook

For each student as part of student material fees: Automotive Mechanics Volume 1 & 2, 10th Edition, May and Simpson.

PowerPoint and other handouts

For each unit of competency, there are additional handouts and supplementary resources available. Refer to the *Student Unit Guide* and *Session & Assessment plan* of each unit of competency for information.

Student Administrative Portal

Each student will have access to the Student Administrative Portal through WiseNet for course administrative related items (timetabling, course progress, update information).

Automotive Uniform and Personal Protective Equipment

Each student will be provided with:

- Workshop overalls.
- Workshop safety steel toe boots.
- Workshop safety glasses.

Learning & Physical Resources that the students must provide

The following is a list of learning and physical resources for students to have access to undertake the training and assessment of this training product:

- General stationery for study (e.g. pens, notebooks).
- Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:
 - Automotive overalls provided must be worn in workshop area. Tie up hair if the length is beyond your shoulder.
 - Wear the provided automotive steel toe cap boots at all times in the automotive workshop.
 - Remove all rings and wrist jewelry including watches during practical sessions in the workshop. The only jewelry permitted is ear studs/nose studs.

Student and trainer will get Canvas LMS platform login to access range of resources including but not limited to videos, link, reading material, digital and audio books, and quizzes.

Physical Resources & Equipment for each unit of competency

The following physical resources will be provided:

- Theory classrooms.
- AV Equipment.
- Whiteboard.
- Internet access.
- Simulation Automotive Workshop.
- Computer lab.
- Printer.
- Student common areas (lunch, study, recreation).

17. Access and Equity

Access and Equity	<p>Principles, practices, and legislative requirements relating to equity, access, anti-discrimination, and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to students' commencing programs. Customized delivery and assessment strategies, including reasonable adjustments, will be designed to meet student needs.</p> <p>The RTO has a range of student support services that students are able to access. Support services include student administration services, academic support services to assist students who may require further assistance.</p>
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18. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	<p>The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to commencement of training.</p> <p>During the course of a learner's study, any additional needs of learners are identified and addressed, where possible.</p> <p>In responding to the learner's needs, the RTO provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to:</p> <ul style="list-style-type: none">• Taking into account language, literacy, and numeracy requirements.• Making adjustments to the physical environment or venue.• Considering age, gender; cultural beliefs and background, traditional practices, religious observances.• Considering learners with disabilities.• Deferment of study.• Help with a Special Consideration application.• Assistance with study skills through practical advice.• Monitoring course progress. <p>In addition, support on assessment arrangements is provided as follows, but not limited to:</p> <ul style="list-style-type: none">• Scheduling flexible assessment sessions.• Providing assessment materials in a variety of formats (large fonts, electronic, symbols).• Providing LLN support.• Arranging for or allowing a member of their community to be present at the assessment, if required.• Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes.• Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner's work is assessed to be 'not satisfactory' on a given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency.• Learners are given adequate time to work on assessments and projects.• Additional training and tutorials, if required.• Referral to further learner support service or external counsellors. <p>Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments</p>
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	<p>based on individual learner circumstances as they arise.</p> <p>Reasonable Adjustment requirements will be recorded on the assessments and/or learner's file.</p> <p>The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification.</p> <p>Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management.</p> <p>Assistance is available to learners via telephone, email and/or face-to-face.</p> <p>The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.</p>
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19. Recognition of Prior Learning (RPL) and Credit Transfers (CT)

Demonstration of Competence through Recognition of Prior Learning (RPL)	<p>Learners can demonstrate competency through formal, non-formal and informal learning:</p> <ul style="list-style-type: none"> • Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma, or university degree). • Non-formal learning refers to learning that takes place through a structured program of instruction but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business). • Informal learning refers to learning that results through the experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative). • Learners are encouraged to apply for RPL before or immediately after formal enrolment but before the facilitated delivery of units to ensure that they do not miss any class/workshop opportunities offered should they be unsuccessful in the RPL process. • To know more about how RPL is conducted please refer to the following documents: <ul style="list-style-type: none"> ○ RPL policy and procedure. ○ RPL kit for the qualification. <p>How prospective learners will be made aware of RPL:</p> <ul style="list-style-type: none"> • Prospective learners will be informed of the RPL policy and process before enrolment into the program, via discussions, orientation, Pre-Enrolment and Post Enrolment learner information.
Credit Transfers (CT)	<p>RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.</p> <p>Learners must show evidence that can be verified such as a statement of results to be considered for CT. Learners should advise and provide evidence of their acquired or pending qualifications/statements of attainment before or during the enrolment process.</p>

20. Certification Issuance and Statement of Attainments

Professional Recognition	<p>At the successful completion of the program, the learner will be awarded with the AUR40620 Certificate IV in Automotive Electrical Technology qualification along with a transcript of units showing the assessment results.</p>
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	At any point before the completion of the program, a learner may request a Statement of Attainment for each unit of competency where he/she has been assessed as competent.
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