

Course Handbook



MENZIES
INSTITUTE OF TECHNOLOGY

**AUR30620 CERTIFICATE III IN LIGHT VEHICLE MECHANICAL
TECHNOLOGY**

DELIVERY MODE: CLASSROOM BLENDED

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1. Packaging Rules

Packaging Rules	<p>Packaging Rules</p> <p>36 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> - 20 core units - 16 elective units, consisting of: <ul style="list-style-type: none"> o all the 16 elective units may be chosen from the elective units listed on https://training.gov.au/Training/Details/AUR30620 o up to 6 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. <p>For more information on the packaging rules, please visit https://training.gov.au/Training/Details/AUR30620</p>																																																																														
Units of Competency	<table border="1"> <thead> <tr> <th>Unit Code</th> <th>Unit Title</th> <th>Core (C) Elective (E)</th> </tr> </thead> <tbody> <tr> <td>AURASA102</td> <td>Follow safe working practices in an automotive workplace</td> <td>C</td> </tr> <tr> <td>AURTTK001</td> <td>Use and maintain measuring equipment in an automotive workplace</td> <td>E</td> </tr> <tr> <td>AURTTK102</td> <td>Use and maintain tools and equipment in an automotive workplace</td> <td>C</td> </tr> <tr> <td>AURAEA002</td> <td>Follow environmental and sustainability best practice in an automotive workplace</td> <td>C</td> </tr> <tr> <td>AURTTE104</td> <td>Inspect and service engines</td> <td>C</td> </tr> <tr> <td>AURTTC103</td> <td>Diagnose and repair cooling systems</td> <td>C</td> </tr> <tr> <td>AURTTF101</td> <td>Inspect and service petrol fuel systems</td> <td>C</td> </tr> <tr> <td>AURLTZ101</td> <td>Diagnose and repair light vehicle emission control systems</td> <td>C</td> </tr> <tr> <td>AURTTJ011</td> <td>Balance wheels and tyres</td> <td>E</td> </tr> <tr> <td>AURLTD105</td> <td>Diagnose and repair light vehicle suspension systems</td> <td>C</td> </tr> <tr> <td>AURLTD104</td> <td>Diagnose and repair light vehicle steering systems</td> <td>C</td> </tr> <tr> <td>AURTTF105</td> <td>Inspect and repair engine forced induction systems</td> <td>E</td> </tr> <tr> <td>AURTTB101</td> <td>Inspect and service braking systems</td> <td>C</td> </tr> <tr> <td>AURLTB103</td> <td>Diagnose and repair light vehicle hydraulic braking systems</td> <td>C</td> </tr> <tr> <td>AURTTX103</td> <td>Inspect and service automatic transmissions</td> <td>E</td> </tr> <tr> <td>AURTTQ001</td> <td>Inspect and service final drive assemblies</td> <td>E</td> </tr> <tr> <td>AURETR125</td> <td>Test, charge and replace batteries and jump-start vehicles</td> <td>C</td> </tr> <tr> <td>AURETR130</td> <td>Diagnose and repair starting systems</td> <td>C</td> </tr> <tr> <td>AURETR129</td> <td>Diagnose and repair charging systems</td> <td>C</td> </tr> <tr> <td>AURTTA104</td> <td>Carry out servicing operations</td> <td>C</td> </tr> <tr> <td>AURETR135</td> <td>Apply knowledge of petrol and diesel engine operation</td> <td>E</td> </tr> <tr> <td>AURLTE102</td> <td>Diagnose and repair light vehicle engines</td> <td>C</td> </tr> <tr> <td>AURETR131</td> <td>Diagnose and repair ignition systems</td> <td>C</td> </tr> <tr> <td>AURETR123</td> <td>Diagnose and repair spark ignition engine management systems</td> <td>C</td> </tr> <tr> <td>AURETR124</td> <td>Diagnose and repair compression ignition engine management systems</td> <td>E</td> </tr> </tbody> </table>	Unit Code	Unit Title	Core (C) Elective (E)	AURASA102	Follow safe working practices in an automotive workplace	C	AURTTK001	Use and maintain measuring equipment in an automotive workplace	E	AURTTK102	Use and maintain tools and equipment in an automotive workplace	C	AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	C	AURTTE104	Inspect and service engines	C	AURTTC103	Diagnose and repair cooling systems	C	AURTTF101	Inspect and service petrol fuel systems	C	AURLTZ101	Diagnose and repair light vehicle emission control systems	C	AURTTJ011	Balance wheels and tyres	E	AURLTD105	Diagnose and repair light vehicle suspension systems	C	AURLTD104	Diagnose and repair light vehicle steering systems	C	AURTTF105	Inspect and repair engine forced induction systems	E	AURTTB101	Inspect and service braking systems	C	AURLTB103	Diagnose and repair light vehicle hydraulic braking systems	C	AURTTX103	Inspect and service automatic transmissions	E	AURTTQ001	Inspect and service final drive assemblies	E	AURETR125	Test, charge and replace batteries and jump-start vehicles	C	AURETR130	Diagnose and repair starting systems	C	AURETR129	Diagnose and repair charging systems	C	AURTTA104	Carry out servicing operations	C	AURETR135	Apply knowledge of petrol and diesel engine operation	E	AURLTE102	Diagnose and repair light vehicle engines	C	AURETR131	Diagnose and repair ignition systems	C	AURETR123	Diagnose and repair spark ignition engine management systems	C	AURETR124	Diagnose and repair compression ignition engine management systems	E
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	AURETK002	Use and maintain electrical test equipment in an automotive workplace	E
	AURETR006	Solder electrical wiring and circuits	E
	AURETR010	Repair wiring harnesses and looms	E
	AURETR112	Test and repair basic electrical circuits	C
	AURETR009	Install vehicle lighting and wiring systems	E
	AURETR128	Diagnose and repair instruments and warning systems	E
	AURETR143	Diagnose and repair electronic body management systems	E
	AURETR132	Diagnose and repair automotive electrical systems	E
	AURETR027	Install ancillary electronic systems and components	E

2. Educational Pathways

Pathways into the qualification	Not Applicable
Pathways from the qualification	Further training pathways from this qualification include AUR40216 Certificate IV in Automotive Mechanical Diagnosis 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 Mechanical Technician • Automotive Light Vehicle Mechanical Repair Technician • Motor Mechanic (General) <p>*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:</p> <p>Individuals who have little or no prior knowledge or experience in this industry 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 AUR30620 - Certificate III in Light Vehicle Mechanical Technology allows direct entry into this qualification at the time of publication in training.gov.au. However, 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	<ul style="list-style-type: none"> ○ Minimum age of 18 years and above ○ Satisfactory completion of the equivalent of Australian Year 11 or higher
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- 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)

Additionally, the learner is required to:

- 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

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.

International Students

- 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 students 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

	<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. This will be conducted either via video call (e.g. Skype) or phone call to the prospective learner. <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>
Other Conditions	<ul style="list-style-type: none"> Complete the Language, Literacy and Numeracy (LLN) test prior to the commencement of the course 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.

5. Training/Delivery Arrangements and Strategies

Delivery Location	Melbourne, Victoria.	
	Location	Student Capacity
	Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions (Primary site)	400
	87 Mark Street, North Melbourne – Automotive Practical Workshop (Secondary site)	
	This course will only be delivered and assessed in Victoria and not offered for interstate students.	
Delivery Mode	<ul style="list-style-type: none"> Classroom Blended including classroom sessions, self-study and theory assessments at home and simulated workplace environment. 	
Training support after the classroom training sessions	<ul style="list-style-type: none"> Training support is provided following the training session; or Learners may make individual appointments for training support if required. Training support can be provided via face-to-face, phone, skype or email. 	
Individual Learning & Reflection / Self-paced	<ul style="list-style-type: none"> All the student receives Canvas LMS login so they can refer to a range of videos, links, interactive training materials, E-Books in their own time. Trainer will provide quizzes to the students to complete in their own time and discuss the quizzes in the next session/s. These quizzes are not recorded and main purpose is to prompt student on self-paced learning. Please refer the session plan for the further information. All the students receive physical copy of automotive book. Completion of self-study will be checked by the trainer to guide student's progress in the unit but not recorded. 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. 	
Assessment	<ul style="list-style-type: none"> 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 56 weeks</p> <ul style="list-style-type: none"> ○ 56 weeks of delivery is inclusive of 5 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 unsupervised and not recorded by Institute or its Trainers/Assessors. <p>Note: No classes on public holidays. If any class days fall on a public holiday then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday</p> <p>Refer to the Delivery Structure and Delivery Hours table below for the breakdown of delivery hours.</p>
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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	<ul style="list-style-type: none"> ● 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). ● The unit of competency will be delivered and assessed as stand-alone units.
Units of Competency	<ul style="list-style-type: none"> ● All units to be delivered and assessed are listed in the Training and Assessment Delivery Structure.

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	<ul style="list-style-type: none"> ● Assessments will be conducted in the classroom and/or independent learning environment. ● Learners may complete their assessments at the classroom or their external locations. ● Assessments will address: <ul style="list-style-type: none"> ● Application of the Unit statement
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	<ul style="list-style-type: none"> • Elements • Performance Criteria • Performance Evidence • Assessment Conditions • Knowledge Evidence • Foundation Skills • Dimensions of competency <ul style="list-style-type: none"> • Where a learner’s work is assessed to be ‘not satisfactory’, the learner will be provided with additional support, coaching or tutoring and the opportunity to re-submit the work. • Specific assessment conditions relevant to each unit are detailed in the assessment tools for a unit of competency. • Learners are provided with assessment materials and instructions as to how the assessment will be conducted and by whom. • 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 (e.g. through RPL). • 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) • Assessment methods to be used for each unit of competency are outlined in the Training and Assessment Delivery Matrix below.
<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 the assessment • The period during which the assessment takes place • Apportioned costs or fees (if applicable)
<p>Submission of Assessments and Feedback</p>	<ul style="list-style-type: none"> • Schedule of submission of assessments are usually indicated on the timetables. Adjustments can be made on discretion of the trainer/assessor. • Learner may submit their assessments by hand to the trainer/assessor or by email. • Completed and submitted work will be assessed within fifteen (15) working days from the date of submission. • Feedback is provided to the learner as soon as practicable.
<p>Marking and Recording of Assessments</p>	<ol style="list-style-type: none"> 1. The Trainer/Assessor must: <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>2. The Student Administration Department must:</p> <ul style="list-style-type: none"> • Record the results into the Learner Management System (Axcelerate). • Contact the trainer/assessor to address anomalies (if any) on the submitted assessments. • File the original assessments into the Individual Student Unit File
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9. Assessment Requirements

Requirements for assessments	<ul style="list-style-type: none"> • The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner. • Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc. • Templates are provided, if required, with each skill test/ assessment task. • Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA. • 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) • Evidence requirements in the marking guide are measurable (where applicable). • The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence. • The assessments are mapped against the Performance Evidence and Knowledge Evidence requirements for the units in the qualification and are indicated in the mapping document of each unit. • Assessment Conditions are specified in the assessment tasks. • Foundation skills are addressed and mapped adequately in the mapping document. • Trainer/Assessor’s feedback are recorded to inform learners on the outcomes of each assessment they undertake. • Cumulative assessment records are kept to monitor learner progression.
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) • The tasks to be administered to the candidate • 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 of Competency	Knowledge /Written Questions	Knowledge /Written Questions	Practical Demonstration
AURASA102	Follow safe working practices in an automotive workplace	√	√	√
AURTTK001	Use and maintain measuring equipment in an automotive workplace	√	√	√
AURTTK102	Use and maintain tools and equipment in an automotive workplace	√	√	√
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	√	√	√
AURTTE104	Inspect and service engines	√	√	√
AURTTC103	Diagnose and repair cooling systems	√	√	√
AURTTF101	Inspect and service petrol fuel systems	√	√	√
AURLTZ101	Diagnose and repair light vehicle emission control systems	√	√	√
AURTTJ011	Balance wheels and tyres	√	√	√
AURLTD105	Diagnose and repair light vehicle suspension systems	√	√	√
AURLTD104	Diagnose and repair light vehicle steering systems	√	√	√
AURTTF105	Inspect and repair engine forced induction systems	√	√	√
AURTTB101	Inspect and service braking systems	√	√	√
AURLTB103	Diagnose and repair light vehicle hydraulic braking systems	√	√	√
AURTTX103	Inspect and service automatic transmissions	√	√	√
AURTTQ001	Inspect and service final drive assemblies	√	√	√
AURETR125	Test, charge and replace batteries and jump-start vehicles	√	√	√
AURETR130	Diagnose and repair starting systems	√	√	√
AURETR129	Diagnose and repair charging systems	√	√	√
AURTTA104	Carry out servicing operations	√	√	√
AURETR135	Apply knowledge of petrol and diesel engine operation	√	√	√
AURLTE102	Diagnose and repair light vehicle engines	√	√	√
AURETR131	Diagnose and repair ignition systems	√	√	√
AURETR123	Diagnose and repair spark ignition engine management systems	√	√	√
AURETR124	Diagnose and repair compression ignition engine management systems	√	√	√
AURTTA118	Develop and carry out diagnostic test strategies	√	√	√
AURETR007	Apply knowledge of automotive electrical circuits and wiring systems	√	√	√
AURETK002	Use and maintain electrical test equipment in an automotive workplace	√	√	√
AURETR006	Solder electrical wiring and circuits	√	√	√
AURETR010	Repair wiring harnesses and looms	√	√	√
AURETR112	Test and repair basic electrical circuits	√	√	√
AURETR009	Install vehicle lighting and wiring systems	√	√	√
AURETR128	Diagnose and repair instruments and warning systems	√	√	√
AURETR143	Diagnose and repair electronic body management systems	√	√	√
AURETR132	Diagnose and repair automotive electrical systems	√	√	√
AURETR027	Install ancillary electronic systems and components	√	√	√

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> <p>Feedback from learners:</p> <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 <p>Trainer feedback and comments:</p> <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> <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 performance criteria 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; and• 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 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'.• Indirect This involves evidence which supports the learner being able to complete a task. For example:<ul style="list-style-type: none">○ a finished product created by the learner○ a written assessment piece responding to specific knowledge questions○ learner feedback sheets○ any documentation prepared as part of this training program
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15. Training and Delivery Structure

Total Volume of Learning Hours = Supervised Training and Assessments Hours + Unsupervised Hours

Supervised Training and Assessment Hours explanation

Title	Explanation
Supervised Classroom Learning and Training Hours	The number of hours with Trainer supervision and delivery of learning content (i.e. lectures, discussions, reflection). Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on Campus	The number of hours with Trainer/Facilitator supervision for simulation practical demonstrations and assessments. Please refer to Session Plan of each unit of competency for breakdown of the sessions.

Unsupervised Hours explanation

Title	Explanation
Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Students to complete additional learning activities and quizzes outside of the formal training hours to build on their learning and knowledge.
Theory Assessments hours completed outside of classroom and on student's own time	Students to complete all theoretical assessments outside of classroom hours and on their own time

***Note:**

- *If any class days fall on a public holiday then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday*
- *Students undertake the self-directed learning to be able to complete the assessment tasks*

	Unit Code	Unit Title	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER hours
			Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on campus	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS		
1	AURASA102	Follow safe working practices in an automotive workplace	C	10	10	20	3	5	8	28	20
2	AURTTK001	Use and maintain measuring equipment in an automotive workplace	E	10	10	20	3	5	8	28	15
3	AURTTK102	Use and maintain tools and equipment in an automotive workplace	C	10	10	20	3	5	8	28	20
4	AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	C	10	10	20	3	5	8	28	25
5	AURTTA104	Carry out servicing operations	C	10	10	20	3	5	8	28	20
6	AURTTF101	Inspect and service petrol fuel systems	C	10	10	20	3	5	8	28	25

	Unit Code	Unit Title	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER hours
			Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on campus	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS		
7	AURTTB101	Inspect and service braking systems	C	10	10	20	3	5	8	28	20
8	AURTTQ001	Inspect and service final drive assemblies	E	10	10	20	3	5	8	28	5
9	AURTTX103	Inspect and service automatic transmissions	E	15	15	30	5	7	12	42	10
10	AURTTE104	Inspect and service engines	C	10	10	20	3	5	8	28	20
11	AURTTA118	Develop and carry out diagnostic test strategies	C	10	10	20	3	5	8	28	20
12	AURLTZ101	Diagnose and repair light vehicle emission control systems	C	20	20	40	6	10	16	56	20
13	AURTTC103	Diagnose and repair cooling systems	C	10	10	20	3	5	8	28	20
14	AURLTB103	Diagnose and repair light vehicle hydraulic braking systems	C	20	20	40	6	10	16	56	40

	Unit Code	Unit Title	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER hours
			Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on campus	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS		
15	AURTTJ011	Balance wheels and tyres	E	10	10	20	3	5	8	28	10
16	AURLTD105	Diagnose and repair light vehicle suspension systems	C	20	20	40	6	10	16	56	30
17	AURLTD104	Diagnose and repair light vehicle steering systems	C	10	10	20	3	5	8	28	30
18	AURETK002	Use and maintain electrical test equipment in an automotive workplace	Other	10	10	20	3	5	8	28	20
19	AURETR125	Test, charge and replace batteries and jump-start vehicles	C	10	10	20	3	5	8	28	15
20	AURETR130	Diagnose and repair starting systems	C	20	20	40	6	10	16	56	30
21	AURETR129	Diagnose and repair charging systems	C	20	20	40	6	10	16	56	30
22	AURETR135	Apply knowledge of petrol and	Other	10	10	20	3	5	8	28	15

			SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS				
Unit Code	Unit Title	Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on campus	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self- paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER hours	
	diesel engine operation										
23	AURETR131 carry out servicing operations	C	20	20	40	6	10	16	56	30	
24	AURETR123 Diagnose and repair spark ignition engine management systems	C	20	20	40	6	10	16	56	60	
25	AURTTF105 Inspect and repair engine forced induction systems	E	15	15	30	5	7	12	42	10	
26	AURETR124 Diagnose and repair compression ignition engine management systems	E	20	20	40	6	10	16	56	50	
27	AURETR007 Apply knowledge of automotive electrical circuits and wiring systems	Other	10	10	20	3	5	8	28	20	
28	AURETR112 Test and repair basic electrical circuits	C	20	20	40	6	10	16	56	40	

	Unit Code	Unit Title	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER hours
			Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on campus	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS		
29	AURETR006	Solder electrical wiring and circuits	Other	10	10	20	3	5	8	28	20
30	AURETR010	Repair wiring harnesses and looms	E	10	10	20	3	5	8	28	40
31	AURETR027	Install ancillary electronic systems and components	Other	15	15	30	5	7	12	42	40
32	AURETR009	Install vehicle lighting and wiring systems	Other	10	10	20	3	5	8	28	40
33	AURETR132	Diagnose and repair automotive electrical systems	E	20	20	40	6	10	16	56	80
34	AURETR128	Diagnose and repair instruments and warning systems	E	15	15	30	5	7	12	42	40
35	AURETR143	Diagnose and repair electronic body management systems	E	20	20	40	6	10	16	56	40

			SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS				
	Unit Code	Unit Title	Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on campus	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self- paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER hours
36	AURLTE102	Diagnose and repair light vehicle engines	C	20	20	40	6	10	16	56	60
TOTAL				500	500	1000	152	248	400	1400	1030

16. Facilities and Resources

Student Numbers and Class Locations	Class Location	Purpose	Class Size/Student Numbers
	Adderley Campus (113 Adderley Street Room: A1-1)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ 23 x Student Desks and Chairs ○ Wifi Internet access 	46 sqm / 23 students
	Adderley Campus (113 Adderley Street Room: AG-1)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ 20 x Student Desks and Chairs ○ Wifi Internet access 	40 sqm / 20 students
	Adderley Campus (113 Adderley Street Automotive Workshop)	Fully functioning and simulation automotive workshop The simulation automotive workshop closely resembles what occurs in a real work environment <ul style="list-style-type: none"> ○ Workplace instructions ○ Manufacturer specifications (i.e. workshop manuals) for vehicles listed below: <ul style="list-style-type: none"> ○ Kia Cerato ○ Kia Coupe ○ Kia Optima ○ Hyundai Accent ○ Hyundai Grandeur ○ Mitsubishi Delica ○ Test vehicles which are roadworthy approved as listed below: <ul style="list-style-type: none"> ○ 1 x Kia Cerato ○ 1 x Kia Coupe ○ 1 x Kia Optima ○ 1 x Hyundai Accent ○ 1 x Hyundai Grandeur ○ 1 x Mitsubishi Delica ○ 2 x Automotive Hoists ○ 1 x Automotive Computerised Wheel Alignment Machine ○ 2 x Automotive Tyre and Wheel balancing and changing machines ○ 4 x Automotive Diagnostic Scan Tools ○ 25 x Automotive General Hand Tool Kit Sets ○ 4 x Automotive 100-piece Tools Trolleys ○ 1 x Automotive Tool Room and Storage with various equipment, materials and tools ○ 6 x Engine Stands and working engine models (2 x 4 cylinder, 2 x V6 engine, 2 x V8 engine) ○ 7 x Automotive Electrical Testing Circuit Systems (1 x entire car, 1 x door locks, 1 	412 sqm 25 students

		<ul style="list-style-type: none"> x power windows, 1 x ignition, 1 x electronic sensors and ECU, 1 x charging system, 1 x indicator system) ○ 2 x Automotive Transmission Operation Training System (cutaway models for 1 x automatic transmission, 1 x manual transmission) ○ 1 x Complete PowerTrain Automotive Operation Training Model ○ 4 x Automotive Suspension Operation Training Model ○ 1 x Petrol Engine Operation Training Model with ECU and diagnostic reader ○ 1 x Diesel Engine Operation Training Model with ECU and diagnostic reader 		
Training Resources	<p><u>Learning & Assessment Resources provided by the Institute to Students</u></p> <p><input checked="" type="checkbox"/> Textbook For each student as part of student material fees: Automotive Mechanics Volume 1 & 2, 10th Edition, May and Simpson</p> <p><input checked="" type="checkbox"/> Powerpoints and other handouts For each unit of competency, there are additional handouts and supplementary resources available. Refer to the <i>MFT_A1 Student Unit Guide</i> and <i>MFT_A2 Session & Assessment plan</i> of each unit of competency for information.</p> <p><input checked="" type="checkbox"/> Automotive Uniform and Personal Protective Equipment Each student will be provided with:</p> <ul style="list-style-type: none"> ○ Workshop overalls ○ Workshop safety steel toe boots ○ Workshop safety glasses <p><u>Learning & Physical Resources that the students must provide</u> 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.</p> <ul style="list-style-type: none"> ● General stationery for study (e.g. pens, notebooks) ● Computer or tablets with internet access ● Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows: <ul style="list-style-type: none"> ○ 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 jewellery including watches during practical sessions in the workshop. The only jewellery permitted is ear studs/nose studs. <p>Students and Trainers 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.</p> <p><u>Physical Resources & Equipment for each unit of competency</u> The following physical resources will be provided:</p> <ul style="list-style-type: none"> ▪ Theory classrooms ▪ AV Equipment ▪ Whiteboard ▪ Internet access ▪ Simulation Automotive Workshop at 87 Mark Street Campus 			

	<ul style="list-style-type: none"> ▪ Printer at 355 Spencer Street Campus and 87 Mark Street Campus ▪ Student common areas (lunch, study, recreation)
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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 client 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	<ul style="list-style-type: none"> • The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to enrolment and commencement of training. • During the course of a learner’s study, any additional needs of learners are identified and addressed, where possible. • 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: <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 disability(ies). ○ 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 are 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
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	<p>given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency.</p> <ul style="list-style-type: none"> ○ Learners are given adequate time to work on assessments and projects. ○ When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility. ○ Additional training and tutorials, if required. ○ Referral to further learner support service or external counsellors. <ul style="list-style-type: none"> ● Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise. ● Reasonable Adjustment requirements will be recorded on the assessments and/or learner's file. ● The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification. ● Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management. ● Assistance is available to learners via telephone, email and/or face-to-face. ● The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.
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19. Recognition of Prior Learning (RPL) and Credit Transfers

<p>Demonstration of Competence through Recognition of Prior Learning (RPL)</p>	<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); and ● 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> <p>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.</p>
<p>Credit Transfers (CT)</p>	<ul style="list-style-type: none"> ● RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

	<ul style="list-style-type: none">• 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.
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20. Certification Issuance and Statement of Attainments

Professional Recognition	<ul style="list-style-type: none">• At the successful completion of the program, the learner will be awarded with the AUR30620 Certificate III in Light Vehicle Mechanical Technology qualification along with a transcript of units showing the assessment results.• 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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