COURSE HANDBOOK

MENZIES
INSTITUTE OF TECHNOLOGY

AUR50116 DIPLOMA OF AUTOMOTIVE MANAGEMENT

DELIVERY MODE: CLASSROOM BLENDED

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1. Packaging Rules

Packaging Rules	**Packaging Rules**
	12 units of competency are required for award of this qualification including:
	- 6 core units
	- 6 elective units
	    o up to 6 units may be chosen from the Elective Units listed on https://training.gov.au/Training/Details/AUR50116
	    o up to 2 units may be chosen from a Certificate IV 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.
	
	For more information on the packaging rules, please visit https://training.gov.au/Training/Details/AUR50116.

Units of Competency	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 and/or industry consultants regarding skills gaps or areas of increased pressure on service delivery.

Phase	Order of Delivery	Unit Code	Unit Title	Core (C) Elective (E)
Environmental Management	1	AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	C
Complex issues and Business Improvement	2	AURAMA005	Manage complex customer issues in an automotive workplace	C
	3	AURAMA006	Contribute to planning and implementing business improvement in an automotive workplace	C
Financial Planning	4	BSBFIM501	Manage budgets and financial plans	C
People Performance and Safety	5	BSBMGT502	Manage people performance	C
	6	BSBWHS501	Ensure a safe workplace	C
Financial Reporting	7	BSBWOR501	Manage personal work priorities and professional development	E
Relationship Management and Recrtuiment	8	BSBCUS501	Manage quality customer service	E
	9	BSBHRM405	Support the recruitment, selection and induction of staff	E
	10	BSBINN502	Build and sustain an	E

	Negotiatin g and Pricing	11	BSBPUR402	Negotiate contracts	E
		12	AURAAA002	Determine retail rates for automotive products and services	E
	No prerequisite and/or corequisite units in this qualification.				

2. Educational Pathways

Pathways into the qualification	Students that have completed qualifications in AUR40216 - Certificate IV in Automotive Mechanical Diagnosis, AUR40616 - Certificate IV in Automotive Electrical Technology or other relevant qualifications.
Pathways from the qualification	Further training pathways from this qualification would be into further automotive and management qualifications.
Employment Pathways	Graduates may find employment in automotive Industry as a: • automotive service manager • parts manager • business owner • business manager • purchasing manager • automotive repair manager. • operations manager *It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.

3. Learner Characteristics

Key characteristics of target learner cohort	The key characteristics of target learner cohort are: Individuals who have completed Certificate III or IV in Automotive training package and are: • planning to undertake leadership and management roles in the automotive industry • able to attend regular face-to-face classes • Individual who are 18 years or older

4. RTO's admission requirements

The AUR50116 Diploma of Automotive Management 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	• Minimum age of 18 years and above
	• Satisfactory completion of the certificate III or IV in Automotive training package
	Additionally, the learner is required to:
	o 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.
	o 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 certificate III or IV in Automotive training package
	• 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). 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
o 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
o 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	o Complete the Language, Literacy and Numeracy (LLN) test prior to the commencement of the course o 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/DeliveryArrangements and Strategies

Delivery Location	Melbourne, Victoria.	
	Location	Student Capacity
	Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions	400
	This course will only be delivered and assessed in Victoria and not offered for interstate students.	
Delivery Mode	• Classroom Blendedincluding classroom sessions, self-study and assessments at home and simulated workplace environment.	
Training support after the classroom training sessions	• 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	• 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. • 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	Some assessment tasks need to be completed outside the classroom environment especially theory assessments.	

6. Course Duration

Course Duration	Full time: over a period of 52 weeks o 52 weeks of delivery is inclusive of 12 weeks holiday breaks. o Classroom sessions of 20 hours per week. o 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. o Individual learning and reflection hours are unsupervised and not recorded by Institute or its Trainers/Assessors.

| | Note: No classes on public holidays. If any class days fall on a public holiday then the session with be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday

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 | The range of delivery methods may include, but not limited to the following:
• 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 | • 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 | • 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 | • Theory Assessments will be conducted outside the Menzies Spencer Street Campus, and all the simulated practical assessment will be conducted at Menzies Mark Street Automotive workshop.

Note: Please refer the individual Assessment task for the further information.

• Assessments will address:

  • Application of the Unit statement
  • Elements
  • Performance Criteria
  • Performance Evidence
  • Assessment Conditions
  • Knowledge Evidence
  • Foundation Skills
  • Dimensions of competency

• 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.
	• 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.
Establish the Assessment Context	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: • 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)
Submission of Assessments and Feedback	• 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 and print out to the trainer/assessor. • Completed and submitted work will be assessed within fifteen (15) working days from the date of submission. • Written feedback is provided to the learner as soon as practicable.
Marking and Recording of Assessments	1. The Trainer/Assessor must: • 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. 2. The Student Administration Department must: • Record the results into the Studnet Management System (Axcelerate). • File the original assessments into the Individual Student Unit File.

9. Assessment Requirements

Requirements	• The assessment pack for each unit of competency specifies the method of assessment to

		be undertaken by the learner.
for assessments		• 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. • The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence. • The assessments are mapped against the unit requirements for the units in the qualification andare 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		RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components: • 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. Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.

10. Assessment Methods Matrix

Unit Code	Unit Name	Written Test	Practical Demonstration	Workplace Observation	Case study	Project	Role Play
AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	√				√	

		√				√	
AURAMA005	Manage complex customer issues in an automotive workplace	√				√	
AURAMA006	Contribute to planning and implementing business improvement in an automotive workplace	√				√	
BSBFIM501	Manage budgets and financial plans	√			√	√	
BSBMGT502	Manage people performance	√			√	√	
BSBWHS501	Ensure a safe workplace	√				√	
BSBWOR501	Manage personal work priorities and professional development	√			√	√	√
BSBCUS501	Manage quality customer service	√			√	√	√
BSBHRM405	Support the recruitment, selection and induction of staff	√				√	
BSBINN502	Build and sustain an innovative work environment	√				√	
BSBPUR402	Negotiate contracts	√			√		√
AURAAA002	Determine retail rates for automotive products and services	√				√	

11. Assessment Feedback

Assessment Feedback	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. Feedback will be sought through the following process: **Feedback from learners:** • To assist with continuous improvement processes, learnersare 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:** • Feedback from trainers/assessor are formally sought during the scheduled validation activities.

12. Complaints and Appeals

Complaints and Appeals	**Complaints** • 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. Refer to the following documents for further details of Complaints: • Complaint and Appeals policy and procedure

	• Complaint form
	Assessment decision appeal
	• 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.
	For more information, please refer to **Complaints and Appeal Policy and Procedure.**

13. Monitoring Attendance and Course Progress

Course Completion and monitoring course progress	Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by:
	• 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 andhave 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.
	For more information, refer to the MITP01 and MITP02 policy for further information.

14. Performance and knowledge evidence

Performance and knowledge evidence	During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:
	• **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:
	○ a written assessment piece responding to specific knowledge questions
	○ any documentation prepared as part of this training program

~~19.~~15. Training and Delivery Structure

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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 with 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	Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	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
			SUPERVISED HOURS (AMOUNT OF TRAINING)			UNSUPERVISED HOURS			
AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	C	40		40	8	8	16	56
AURAMA005	Manage complex customer issues in an automotive workplace	C	60		60	12	12	24	84
AURAMA006	Contribute to planning and implementing business improvement in an automotive workplace	C	120		120	24	24	48	168
BSBFIM501	Manage budgets and financial plans	C	80		80	16	16	32	112
BSBMGT502	Manage people performance	C	80		80	16	16	32	112
BSBWHS501	Ensure a safe workplace	C	60		60	12	12	24	84
BSBWOR501	Manage personal work priorities and professional development	E	60		60	12	12	24	84
BSBCUS501	Manage quality customer service	E	60		60	12	12	24	84

Unit Code	Unit Title	Core (C) Elective (E)	SUPERVISED HOURS (AMOUNT OF TRAINING)			UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS
			Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	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	
BSBHRM405	Support the recruitment, selection and induction of staff	E	60		60	12	12	24	84
BSBINN502	Build and sustain an innovative work environment	E	60		60	12	12	24	84
BSBPUR402	Negotiate contracts	E	60		60	12	12	24	84
AURAAA002	Determine retail rates for automotive products and services	E	60		60	12	12	24	84
TOTAL			**800**	**0**	**800**	**160**	**160**	**320**	**1120**

20.16. **Facilities and Resources**

Student Numbers and Class Locations	Class Location	Purpose	Class Size/Student Numbers
	Level 4, 355 Spencer Street (S4-8)	**General purpose theory classroom** ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access	55 sqm / 25 students
	Level 4, 355 Spencer Street (S4-9)	**General purpose theory classroom** ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access	65 sqm / 30 students
	Level 4, 355 Spencer Street (S4-10)	**General purpose theory classroom** ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access	64 sqm / 30 students
	Level 4, 355 Spencer Street (S4-11)	**General purpose theory classroom** ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access	62 sqm / 30 students
	Level 4, 355 Spencer Street (S4-L2)	**General purpose theory classroom** ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access	94 sqm / 45 students
	Level 4, 355 Spencer Street (S4-L1)	**General purpose theory classroom** ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access	90 sqm / 43 students
Training Resources	**Learning & Assessment Resources provided by the Institute to Students** ☑ **Learner Guides, Learner Workbooks and other handouts** For each unit of competency, there are Learner Guides, PowerPoints, additional handouts and supplementary resources available. Refer to the *Student Unit Guide* and *Session & Assessment plan* of each unit of competency for information.		

	☑ **CANVAS LMS Platform** Students and Trainers will have Canvas LMS platform login to access range of resources including but not limited to videos, link, reading material, digital and audio books and quizzes. **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) • Computer or tablets with internet access **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 at 87 Mark Street Campus (if required by the unit of competency) ▪ Printer at 355 Spencer Street Campus and 87 Mark Street Campus ▪ Student common areas (lunch, study, recreation)
Development of Training and Assessment Resources	The RTO develops its own training and assessment resources or engage external organisations to develop its customised resources. In the event that off-the-shelf training and assessment resources are used, the RTO ensures that there are no copyright limitations to restrict the RTO to undertake contextualisation of such resources to meet its training requirements.
Development of training and assessment resources	The training and assessment resources to be used are developed by:

No	Unit Code	Unit Name	Assessment resources Developed by:	Learner Resources
1	AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	RTO's resource development team	CANVAS Stude Module, CDX & McGraw Hill
2	AURAMA005	Manage complex customer issues in an automotive workplace	RTO's resource development team	CANVAS Stude Module, CDX & McGraw Hill
3	AURAMA006	Contribute to planning and implementing business improvement in an automotive workplace	RTO's resource development team	CANVAS Stude Module, CDX & McGraw Hill
4	BSBFIM501	Manage budgets and financial plans	RTO's resource development team	CANVAS Stude Module, CDX & McGraw Hill
5	BSBMGT502	Manage people performance	RTO's resource development team	CANVAS Stude Module, CDX & McGraw Hill
6	BSBWHS501	Ensure a safe workplace	RTO's resource development team	CANVAS Stude Module, CDX & McGraw Hill
7	BSBWOR501	Manage personal work priorities and professional development	RTO's resource development	CANVAS Stude Module, CDX &

			team	McGraw Hill
8	BSBCUS501	Manage quality customer service	RTO's resource development team	CANVAS Student Module, CDX & McGraw Hill
9	BSBHRM405	Support the recruitment, selection and induction of staff	RTO's resource development team	CANVAS Student Module, CDX & McGraw Hill
10	BSBINN502	Build and sustain an innovative work environment	RTO's resource development team	CANVAS Student Module, CDX & McGraw Hill
11	BSBPUR402	Negotiate contracts	RTO's resource development team	CANVAS Student Module, CDX & McGraw Hill
12	AURAAA002	Determine retail rates for automotive products and services	RTO's resource development team	CANVAS Student Module, CDX & McGraw Hill

22.17. Access and Equity

Access and Equity	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. 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.

23.18. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	• The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to 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:
	  o Taking into account language, literacy and numeracy requirements.
	  o Making adjustments to the physical environment or venue.
	  o Considering age, gender; cultural beliefs and background, traditional practices, religious observances.
	  o Considering learners with disability(ies).
	  o Deferment of study.
	  o Help with a Special Consideration application.
	  o Assistance with study skills through practical advice.
	  o Monitoring course progress
	
	In addition, support on assessment arrangements are provided as follows, but not limited to:

	o Scheduling flexible assessment sessions.
	o Providing assessment materials in a variety of formats (large fonts, electronic, symbols).
	o Providing LLN support.
	o Arranging for or allowing a member of their community to be present at the assessment, if required.
	o 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.
	o 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.
	o Learners are given adequate time to work on assessments and projects.
	o When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility.
	o Additional training and tutorials, if required.
	o Referral to further learner support service or external counsellors.
	• 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.

24.19. Recognition of Prior Learning (RPL) and Credit Transfers

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Demonstration of Competence through **Recognition of Prior Learning (RPL)**	Learnerscan demonstrate competency through formal, non-formal and informal learning: • 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:
	
	    ○ RPL policy and procedure
	    ○ RPL kit for the qualification
	
	How prospective learners will be made aware of RPL
	
	Prospective learners will be informed of the RPL policy and process beforeenrolmentinto the program, via discussions, orientation, Pre-Enrolment and Post Enrolment learner information.

Credit Transfers (CT)	• RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation. • 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.

25.20.   **Certification Issuance and Statement of Attainments** ←

Professional Recognition	• At the successful completion of the program, the learner will be awarded with the AUR50116 Diploma of Automotive Managementqualification 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.