

Course Handbook



MENZIES
INSTITUTE OF TECHNOLOGY

**AUR40216 CERTIFICATE IV IN AUTOMOTIVE MECHANICAL
DIAGNOSIS**

DELIVERY MODE: CLASSROOM BLENDED

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1. Training Package Information

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| Training Package Code | AUR |
| Training Package Name | Automotive Retail, Service and Repair Training Package |
| Version (Release) of Training Package | 7.1 |
| Date (Release) of Training Package | 23/06/2022 |
| Endorsement Date of Training Package | 12/10/2021 |
| Qualification Code/Name | AUR40216 - Certificate IV in Automotive Mechanical Diagnosis |
| CRICOS Code | 091661J |
| Version (Release) of the qualification | 2.0 |
| Date (Release) of the qualification | 13/11/2020 |
| AQF Level | Level 4 |
| Qualification Description | This qualification reflects the role of individuals who perform advanced diagnostic tasks in the automotive retail, service and repair industry. |
| Licensing / Regulatory Information | Not Applicable |
| Entry requirements | Those undertaking the Certificate IV in Automotive Mechanical Diagnosis must have completed an automotive mechanical Certificate III qualification, or be able to demonstrate equivalent competency. |

2. Packaging Rules

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| Packaging Rules | <p>Packaging Rules</p> <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"> o up to 9 units may be chosen from the Elective Units listed on https://training.gov.au/Training/Details/AUR40216 o up to 2 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. |
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| | For more information on the packaging rules, please visit https://training.gov.au/Training/Details/AUR40216 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|--------------------------|------------|--------------------------|-----------|---|---|-----------|---|---|-----------|---|---|----------|--|---|-----------|--|---|-----------|---|---|-----------|--------------------------------|---|-----------|--|---|-----------|---|---|-----------|---|---|
| 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 and/or industry consultants regarding skills gaps or areas of increased pressure on service delivery.</p> <table border="1"> <thead> <tr> <th>Unit Code</th> <th>Unit Title</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>AURLTE104</td> <td>Diagnose complex faults in light vehicle petrol engines</td> <td>E</td> </tr> <tr> <td>AURTR101</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>AURETR037</td> <td>Diagnose complex faults in light vehicle safety systems</td> <td>E</td> </tr> <tr> <td>AURTTA021</td> <td>Diagnose complex system faults</td> <td>C</td> </tr> <tr> <td>AURLTD109</td> <td>Diagnose complex faults in light vehicle steering and suspension systems</td> <td>E</td> </tr> <tr> <td>AURLTE105</td> <td>Diagnose complex faults in light vehicle diesel engines</td> <td>E</td> </tr> <tr> <td>AURLTX104</td> <td>Diagnose complex faults in light vehicle automatic transmission and driveline 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 Title | 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 | AURLTE104 | Diagnose complex faults in light vehicle petrol engines | E | AURTR101 | Diagnose complex faults in engine management systems | E | AURLTB104 | Diagnose complex faults in light vehicle braking systems | E | AURETR037 | Diagnose complex faults in light vehicle safety systems | E | AURTTA021 | Diagnose complex system faults | C | AURLTD109 | Diagnose complex faults in light vehicle steering and suspension systems | E | AURLTE105 | Diagnose complex faults in light vehicle diesel engines | E | AURLTX104 | Diagnose complex faults in light vehicle automatic transmission and driveline systems | E |
| Unit Code | Unit Title | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURLTE104 | Diagnose complex faults in light vehicle petrol engines | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURTR101 | Diagnose complex faults in engine management systems | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURLTB104 | Diagnose complex faults in light vehicle braking systems | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURETR037 | Diagnose complex faults in light vehicle safety systems | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURTTA021 | Diagnose complex system faults | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURLTD109 | Diagnose complex faults in light vehicle steering and suspension systems | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURLTE105 | Diagnose complex faults in light vehicle diesel engines | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AURLTX104 | Diagnose complex faults in light vehicle automatic transmission and driveline systems | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

3. Educational Pathways

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| Pathways into the qualification | Students are required to have completed Certificate III in Light Vehicle Mechanical Technology in this Training Package or other relevant qualifications. |
| Pathways from the qualification | Further training pathways from this qualification include AUR50216 Diploma of Automotive Technology or other relevant qualifications. |
| Employment Pathways | <p>Graduates may find employment in dental Industry as a:</p> <ul style="list-style-type: none"> • Automotive lead or master technician • Automotive technical adviser <p>*It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p> |

4. Learner Characteristics

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| Key characteristics of target learner cohort | <p>The key characteristics of target learner cohort are:</p> <p>Individuals who have completed Certificate III in automotive Mechanical with Menzies or any other training provider and are:</p> <ul style="list-style-type: none"> • planning to study further to gain advance knowledge and skills in automotive industry. • able to attend regular face-to-face classes • Individual who are 18 years or older |
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5. 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 the Certificate IV in Automotive Mechanical Diagnosis must have completed an automotive mechanical Certificate III qualification, or be able to demonstrate equivalent competency.</p> <ul style="list-style-type: none"> ▪ Minimum age of 18 years and above ▪ 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. carrying diagnostic equipment and scan tools/equipment, removing and carrying vehicle electrical systems) <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 and Digital Literacy Skills (LLND) test ▪ If the learner has done the Pre-Training Review and LLND assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment, then it is not required. | | | | | | | | | | | | | | | | | |
|--------------------------------|--|---|----------------------------------|---------------------------------------|---|--|--------------------------------|-----------------|-------|----------------------------------|---------------------------------------|---|---------------|-------------------|---|--------------------|------------------|-------------------------------------|
| International Students | <p>Those undertaking the Certificate IV in Automotive Mechanical Diagnosis must have completed an automotive mechanical Certificate III qualification, or be able to demonstrate equivalent competency.</p> <ul style="list-style-type: none"> ▪ Minimum age of 18 years and above ▪ 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. carrying diagnostic equipment and scan tools/equipment, removing and carrying vehicle electrical systems) ▪ English Language Requirements (meet one of the requirements outlined below) <p>1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">IELTS (General or Academic)</th> <th style="text-align: center;">PTE Academic</th> <th style="text-align: center;">TOEFL</th> <th style="text-align: center;">Cambridge C1 Advanced Test</th> <th style="text-align: center;">Occupational English Test (OET)</th> <th style="text-align: center;">ELICOS (General English or equivalent)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.0 each band</td> <td style="text-align: center;">50 each component</td> <td style="text-align: center;">12 (Listening), 13 (Reading), 21 (Writing), 18 (Speaking)</td> <td style="text-align: center;">169 each component</td> <td style="text-align: center;">B each component</td> <td style="text-align: center;">Upper Intermediate level completion</td> </tr> </tbody> </table> <p>Note: Results older than two years are not acceptable (for offshore applicants)</p> | | | | | | IELTS (General or Academic) | PTE Academic | TOEFL | Cambridge C1 Advanced Test | Occupational English Test (OET) | ELICOS (General English or equivalent) | 6.0 each band | 50 each component | 12 (Listening), 13 (Reading), 21 (Writing), 18 (Speaking) | 169 each component | B each component | Upper Intermediate level completion |
| IELTS (General or Academic) | PTE Academic | TOEFL | Cambridge C1 Advanced Test | Occupational English Test (OET) | ELICOS (General English or equivalent) | | | | | | | | | | | | | |
| 6.0 each band | 50 each component | 12 (Listening), 13 (Reading), 21 (Writing), 18 (Speaking) | 169 each component | B each component | Upper Intermediate level completion | | | | | | | | | | | | | |

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| | <p>OR</p> <p>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</p> <p>OR</p> <p>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.</p> <p>OR</p> <p>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 and Digital Literacy Skills (LLND) test. For further information on student visa assessment levels visit Department of Home Affairs' website at www.homeaffairs.gov.au.</p> <p>Additionally, the learner is required to:</p> <p><u>Onshore International Students</u></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. <p><u>Offshore International Students</u></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. 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 LLND 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 and Digital Literacy Skills (LLND) 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. |

6. Training/Delivery Arrangements and Strategies

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| Delivery Location | Melbourne, Victoria. | |
| | Location | Student Capacity |
| | Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions (Primary site – for all theory class sessions) | 453 |
| | 87 Mark Street, North Melbourne – Automotive Practical Workshop (Secondary site – for all practical class sessions) | |
| | 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. | |

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| | <ul style="list-style-type: none"> • 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. |

7. Course Duration

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| 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 02 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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8. Delivery Details/Strategies

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| 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 based on the individual timetable. |

9. 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.

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| Assessments | <ul style="list-style-type: none"> • 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. <p>Note: Please refer the individual Assessment task for the further information.</p> <ul style="list-style-type: none"> • Assessments will address: <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 • 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 | <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) |
| Submission of Assessments and Feedback | <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 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. |

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| Marking and Recording of Assessments | <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. 2. The Student Administration Department must: <ul style="list-style-type: none"> • Record the results into the Studnet Management System (Axcelerate). • File the original assessments into the Individual Student Unit File. |
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10. Assessment Requirements

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| 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. • 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 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> |

11. Assessment Methods Matrix

| Unit Code | Unit of Competency | Knowledge / Written Questions | Practical Demonstration |
|-----------|---|-------------------------------|-------------------------|
| AURAEA003 | Monitor environmental and sustainability best practice in an automotive workplace | √ | √ |
| AURATA005 | Estimate and quote automotive mechanical and electrical repairs | √ | √ |
| AURLTE104 | Diagnose complex faults in light vehicle petrol engines | √ | √ |
| AURTR101 | Diagnose complex faults in engine management systems | √ | √ |
| AURLTB104 | Diagnose complex faults in light vehicle braking systems | √ | √ |
| AURETR037 | Diagnose complex faults in light vehicle safety systems | √ | √ |
| AURTTA021 | Diagnose complex system faults | √ | √ |
| AURLTD109 | Diagnose complex faults in light vehicle steering and suspension systems | √ | √ |
| AURLTE105 | Diagnose complex faults in light vehicle diesel engines | √ | √ |
| AURLTX104 | Diagnose complex faults in light vehicle automatic transmission and driveline systems | √ | √ |

12. Assessment Feedback

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| 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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13. Complaints and Appeals

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| 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> |
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| | <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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14. Monitoring Attendance and Course Progress

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| 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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15. Performance and knowledge evidence

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| 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 written assessment piece responding to specific knowledge questions ○ any documentation prepared as part of this training program |
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16. Training and Delivery Structure

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

Supervised Training and Assessment Hours explanation

| Title | Explanation |
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| 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 |
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| 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:**

1. *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*
2. *Students undertake the self-directed learning to be able to complete the assessment tasks.*

| Unit Code | Unit Title | Core (C) Elective (E) | SUPERVISED HOURS (AMOUNT OF TRAINING) | | | UNSUPERVISED HOURS | | | | NCVER hours |
|-----------|---|-----------------------|--|---|------------------------|---|---|--------------------------|---|-------------|
| | | | Supervised Classroom Learning and 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 | |
| AURAEA003 | Monitor environmental and sustainability best practice in an automotive workplace | E | 10 | 10 | 20 | 3 | 5 | 8 | 28 | 25 |
| AURATA005 | Estimate and quote automotive mechanical and electrical repairs | E | 20 | 20 | 40 | 6 | 10 | 16 | 56 | 30 |
| AURTTA021 | Diagnose complex system faults | C | 30 | 30 | 60 | 9 | 15 | 24 | 84 | 80 |
| AURETR037 | Diagnose complex faults in light vehicle safety systems | E | 20 | 20 | 40 | 6 | 10 | 16 | 56 | 50 |
| AURTR101 | Diagnose complex faults in engine management systems | E | 30 | 30 | 60 | 9 | 15 | 24 | 84 | 50 |
| AURLTB104 | Diagnose complex faults in light vehicle braking systems | E | 20 | 20 | 40 | 6 | 10 | 16 | 56 | 50 |

| Unit Code | Unit Title | Core (C) Elective (E) | SUPERVISED HOURS (AMOUNT OF TRAINING) | | | UNSUPERVISED HOURS | | | | NCVER hours |
|--------------|---|-----------------------|--|---|------------------------|---|---|--------------------------|---|-------------|
| | | | Supervised Classroom Learning and 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 | |
| AURLTE104 | Diagnose complex faults in light vehicle petrol engines | E | 30 | 30 | 60 | 9 | 15 | 24 | 84 | 50 |
| AURLTE105 | Diagnose complex faults in light vehicle diesel engines | E | 20 | 20 | 40 | 6 | 10 | 16 | 56 | 50 |
| AURLTD109 | Diagnose complex faults in light vehicle steering and suspension systems | E | 20 | 20 | 40 | 6 | 10 | 16 | 56 | 50 |
| AURLTX104 | Diagnose complex faults in light vehicle automatic transmission and driveline systems | E | 20 | 20 | 40 | 6 | 10 | 16 | 56 | 50 |
| Total | | | 220 | 220 | 440 | 66 | 110 | 176 | 616 | 485 |

17. Facilities and Resources

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| 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 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>Student Unit Guide</i> and <i>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></p> <p>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></p> <p>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▪ Printer at 355 Spencer Street Campus and 87 Mark Street Campus▪ Student common areas (lunch, study, recreation) <p><u>Consumable Resources and Equipment required for each unit of competency</u></p> <p>The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency.</p> |
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18. Access and Equity

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| 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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19. Reasonable Adjustments and Learner Support

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| 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 LLND 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: <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 LLND 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. ○ 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 |
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| | <p>adjustments based on individual learner circumstances as they arise.</p> <ul style="list-style-type: none"> • 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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20. Recognition of Prior Learning (RPL) and Credit Transfers

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| <p>Demonstration of Competence through Recognition of Prior Learning (RPL)</p> | <p>Applicant's existing skills, knowledge and experience can help to attain a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL).</p> <p>The process could suit the applicant if they have:</p> <ul style="list-style-type: none"> • paid or unpaid work experience • prior formal training • skills and knowledge gained on the job • community work experience • short course and work-based learning • trade skills • other life experience. <p>Evidence you might need to supply</p> <p>The RPL assessor will discuss with the applicant the most appropriate evidence the applicant can provide to support the application, this may include:</p> <ul style="list-style-type: none"> • work appraisals • job descriptions • photos or actual work samples • relevant formal qualifications • resume and references • in-house training certificates • eye witness testimonies • observation at the applicant's workplace or a simulated workplace • informal RPL interviews. <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.</p> |
| <p>Credit Transfers (CT)</p> | <p>Credit Transfer is a process of recognising the applicant's previous formal studies that are equivalent to one or more units that form part of the qualification. The applicant will need to provide verified copies of Statements of Attainments or formal academic transcripts that list the units for which the applicant is seeking Credit Transfer.</p> <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.</p> |

21. Certification Issuance and Statement of Attainments

**Professional
Recognition**

- At the successful completion of the program, the learner will be awarded with the AUR40216 Certificate IV in Automotive Mechanical Diagnosis 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.

Appendix 1 Delivery Schedule (sample)

Menzies Institute provides rolling intake so students can enrol after the unit completion. We follow intake dates and students will be enrolled according to the intake dates. Intake dates can be found on Menzies website.

| Delivery and assessment schedule per qualification | | | |
|--|------------------------------------|--|---|
| Qualification, class and commencement date: | | Example: Certificate IV in Automotive Mechanical Diagnosis | |
| Week (indicate date) | | Subject/unit/module | Assessment schedule |
| Example *** | Week 1 Beginning 4 Jan 2010 | SITXOHS001A Follow health, safety and security procedures SITXOHS002A Follow workplace hygiene procedures | Learning activity only in week one. Assessments will begin in week 2. |
| | Week 2 Beginning 11 Jan 2010 | SITXOHS001A Follow health, safety and security procedures SITXOHS002A Follow workplace hygiene procedures SITHCCC003A Receive and store kitchen supplies | Assessment Task 1 – Written and oral Q and A: Legislative OH&S requirements. Assessment Task 2 – Practical activity/observation: Student demonstrates skills in lifting, handling, stacking and storing goods. |
| Week 1 | | AURAEA003 Monitor environmental and sustainability best practice in an automotive workplace | Learning activity and discussion regarding theory assessment. Practical demonstration & assessment |
| Week 2 | | AURATA005 Estimate and quote automotive mechanical and electrical repairs | Learning activity and discussion regarding theory assessment. |
| Week 3 | | AURATA005 Estimate and quote automotive mechanical and electrical repairs | Practical demonstration & assessment |
| Week 4 | | AURTTA021 Diagnose complex system faults | Learning activity |
| Week 5 | | AURTTA021 Diagnose complex system faults | Learning activity and discussion regarding theory assessment. |
| Week 6 | | AURTTA021 Diagnose complex system faults | Practical demonstration & assessment |
| Week 7 | | AURETR037 Diagnose complex faults in light vehicle safety systems | Learning activity and discussion regarding theory assessment. |
| Week 8 | | AURETR037 Diagnose complex faults in light vehicle safety systems | Practical demonstration & assessment |
| Week 9 | | AURTTR101 Diagnose complex faults in engine management systems | Learning activity |
| Week 10 | | AURTTR101 Diagnose complex faults in engine management systems | Learning activity and discussion regarding theory assessment. |
| Week 11 | | AURTTR101 Diagnose complex faults in engine management systems | Practical demonstration & assessment |

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|---------|---|---|
| Week 12 | AURLTB104 Diagnose complex faults in light vehicle braking systems | Learning activity and discussion regarding theory assessment. |
| Week 13 | AURLTB104 Diagnose complex faults in light vehicle braking systems | Practical demonstration & assessment |
| Week 14 | TERM BREAK | |
| Week 15 | TERM BREAK | |
| Week 16 | AURLTE104 Diagnose complex faults in light vehicle petrol engines | Learning activity |
| Week 17 | AURLTE104 Diagnose complex faults in light vehicle petrol engines | Learning activity and discussion regarding theory assessment. |
| Week 18 | AURLTE104 Diagnose complex faults in light vehicle petrol engines | Practical demonstration & assessment |
| Week 19 | AURLTE105 Diagnose complex faults in light vehicle diesel engines | Learning activity and discussion regarding theory assessment. |
| Week 20 | AURLTE105 Diagnose complex faults in light vehicle diesel engines | Practical demonstration & assessment |
| Week 21 | AURLTD109 Diagnose complex faults in light vehicle steering and suspension systems | Learning activity and discussion regarding theory assessment. |
| Week 22 | AURLTD109 Diagnose complex faults in light vehicle steering and suspension systems | Practical demonstration & assessment |
| Week 23 | AURLTX104 Diagnose complex faults in light vehicle automatic transmission and driveline systems | Learning activity and discussion regarding theory assessment. |
| Week 24 | AURLTX104 Diagnose complex faults in light vehicle automatic transmission and driveline systems | Practical demonstration & assessment |