

# Course Handbook



**MENZIES**  
INSTITUTE OF TECHNOLOGY

**AUR40620 CERTIFICATE IV IN AUTOMOTIVE ELECTRICAL  
TECHNOLOGY**

**DELIVERY MODE: CLASSROOM BLENDED**

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## 1. Training Package Information

|   |   |
|---|---|
| <b>Training Package Code</b>                  | AUR   |
| <b>Training Package Name</b>                  | Automotive Retail, Service and Repair Training Package  |
| <b>Version (Release) of Training Package</b>  | 7.1   |
| <b>Date (Release) of Training Package</b>     | 23/06/2022  |
| <b>Endorsement Date of Training Package</b>   | 12/10/2021  |
| <b>Qualification Code/Name</b>                | AUR40620 - Certificate IV in Automotive Electrical Technology   |
| <b>CRICOS Code</b>                            | 103588K   |
| <b>Version (Release) of the qualification</b> | 3.0   |
| <b>Date (Release) of the qualification</b>    | 23/02/2022  |
| <b>AQF Level</b>                              | Level 4   |
| <b>Qualification Description</b>              | This qualification reflects the role of individuals who work as master diagnostic technicians the automotive service and repair industry; servicing, diagnosing and repairing vehicle electrical systems and components. A range of advanced electrical diagnostic skills and knowledge is necessary, and leadership and supervision of others would be expected.   |
| <b>Licensing / Regulatory Information</b>     | Not Applicable  |
| <b>Entry requirements</b>                     | Those undertaking Certificate IV in Automotive Electrical Technology must have completed AUR30320 Certificate III in Automotive Electrical Technology, or be able to demonstrate equivalent competency. The Menzies Institute of Technology requires candidates to meet its admission requirements prior to enrolling into this qualification. Please refer to <b>Section – Menzies Institute of Technology admission requirements.</b> |

## 2. Packaging Rules

|                        |   |
|------------------------|---|
| <b>Packaging Rules</b> | <p><b>Packaging Rules</b></p> <p>10 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> <li>• 1 core unit and</li> </ul> |
|------------------------|---|

- 9 elective units, consisting of:
  - up to 9 units may be chosen from the Elective Units listed on <https://training.gov.au/training/details/AUR40620/qualdetails>
  - up to 3 units may be chosen from a Certificate III qualification or above in this Training Package or another endorsed Training Package or accredited course, provided that the units chosen 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/AUR40620/qualdetails>

**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.

| Unit Code | Unit Title  | Core (C)<br>Elective (E) |
|-----------|---|--------------------------|
| AURAEA003 | Monitor environmental and sustainability best practice in an automotive workplace | E                        |
| AURATA005 | Estimate and quote automotive mechanical and electrical repairs                   | E                        |
| AURETR104 | Diagnose complex faults in convenience and entertainment systems                  | E                        |
| AURTR101  | Diagnose complex faults in engine management systems                              | E                        |
| AURLTB104 | Diagnose complex faults in light vehicle braking systems                          | E                        |
| AURETR137 | Diagnose complex faults in light vehicle safety systems                           | E                        |
| AURTTA021 | Diagnose complex system faults  | C                        |
| AURTTA126 | Diagnose complex faults in electronic over hydraulic systems                      | E                        |
| AURTTA017 | Carry out vehicle safety inspections  | E                        |
| AURETR140 | Diagnose complex faults in vehicle monitoring and protection systems              | E                        |

Note: The packaging rules applied to this qualification have resulted in their being no requirements for prerequisite or corequisite units.

### 3. Educational Pathways

|  |   |
|--|---|
| <b>Pathways into the qualification</b> | Learners are required to have completed AUR30320 Certificate III in Automotive Electrical Technology in this Training Package or other relevant qualifications  |
| <b>Pathways from the qualification</b> | Further training pathways from this qualification include AUR50116 Diploma of Automotive Management or other relevant qualifications.   |
| <b>Employment Pathways</b>             | <p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> <li>• Automotive lead or master technician</li> <li>• Automotive technical adviser</li> </ul> <p>*It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p> |

### 4. Learner Characteristics

|   |  |
|---|--|
| <b>Key characteristics of target learner cohort</b> | <p>The key characteristics of target learner cohort are:</p> <ul style="list-style-type: none"> <li>• Individuals who have completed AUR30316 /AUR30320 Certificate III in Electrical Technology with Menzies or any other training provider and are: <ul style="list-style-type: none"> <li>○ planning to study further to gain advance knowledge and skills in automotive industry.</li> <li>○ able to attend regular face-to-face classes</li> <li>○ 18 years or older</li> </ul> </li> </ul> |
|---|--|

### 5. Menzies Institute of Technology's admission requirements

The Menzies Institute of Technology requires candidates to meet its admission requirements before enrolling in this qualification to ensure that they have the required skills and knowledge to complete the qualification at this AQF level. Please refer to **MITP11 Admissions Policy and Procedure** for further information if required. This consists of:

|                          |  |
|--------------------------|--|
| <b>Domestic Students</b> | <ul style="list-style-type: none"> <li>• Those undertaking the AUR40620 Certificate IV in Automotive Electrical Technology must have completed AUR30320 Certificate III in Automotive Electrical Technology or be able to demonstrate equivalent competency and: <ul style="list-style-type: none"> <li>○ Age of 18 years or above</li> <li>○ 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)</li> </ul> </li> </ul> <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> <li>• Complete the Genuine Student Test/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.</li> <li>• Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test</li> </ul> |
|--------------------------|--|

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**

- Those undertaking the AUR40620 Certificate IV in Automotive Electrical Technology must have completed AUR30320 Certificate III in Automotive Electrical Technology or be able to demonstrate equivalent competency and:
  - Age of 18 years or 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)

**1.**

| <b>IELTS<br/>(General or Academic)</b> | <b>PTE<br/>Academic</b> | <b>TOEFL</b>   | <b>Cambridge<br/>C1<br/>Advanced<br/>Test</b> | <b>Occupational<br/>English Test<br/>(OET)</b> | <b>ELICOS<br/>(General English or equivalent)</b> |
|--|-------------------------|--|---|--|---|
| 6.0 each band                          | 50 each component       | 12 (Listening),<br>13 (Reading),<br>21 (Writing),<br>18 (Speaking) | 169 each component                            | B each component                               | Upper Intermediate level completion               |

**Note: Results older than two years are not acceptable**

**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 IV or higher level qualification, from the Australian Qualifications Framework.

**OR**

4. Completed the AUR30320 Certificate III in Automotive Electrical Technology qualification at Menzies Institute of Technology

Additionally, the learner is required to:

- Complete the Genuine Student Test/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 in person or phone call or video call/online with the prospective learner.

|                         |  |
|-------------------------|--|
|                         | <ul style="list-style-type: none"> <li>Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test prior to the commencement of the course</li> </ul> <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> |
| <b>Other Conditions</b> | <ul style="list-style-type: none"> <li>Learners 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.</li> </ul>  |

## 6. Training/Delivery Arrangements and Strategies

| <b>Delivery Location</b>  | Melbourne, Victoria.  |          |                  |  |     |   |  |
|---|---|----------|------------------|--|-----|---|--|
|   | <table border="1"> <thead> <tr> <th>Location</th> <th>Student Capacity</th> </tr> </thead> <tbody> <tr> <td>Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions (Primary site – for all theory class sessions)</td> <td>453</td> </tr> <tr> <td>87 Mark Street, North Melbourne – Automotive Practical Workshop (Secondary site – for all practical class sessions)</td> <td></td> </tr> </tbody> </table>  | 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) |  |
| 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 learners.  |          |                  |  |     |   |  |
| <b>Delivery Mode</b>  | <ul style="list-style-type: none"> <li>Classroom Blended including classroom sessions, self-study and simulated workplace environment for practical demonstrations.</li> </ul>  |          |                  |  |     |   |  |
| <b>Training support after the classroom training sessions</b>   | <ul style="list-style-type: none"> <li>Training support is provided following the training session with 2 additional online hours every week through CANVAS. The purpose of the Training Support session is for learners to receive additional assistance with learning and/or assessments as they require.</li> <li>Learners may make individual appointments for training support if required.</li> <li>Training support can be provided via face-to-face, phone, online or email.</li> </ul>               |          |                  |  |     |   |  |
| <b>Unsupervised Individual Learning &amp; Reflection / Self-paced</b>   | <ul style="list-style-type: none"> <li>All learners receive CANVAS LMS login to access range of videos, links, interactive training materials, e-Books in their own time.</li> <li>All the learners receive physical copy of prescribed textbook.</li> <li>Completion of self-study will be checked by the trainer to guide learner's progress in the unit but not recorded. Trainers will ask learners questions related to their self-study each week to prompt learners on self-paced learning.</li> </ul> |          |                  |  |     |   |  |
| <b>Assessment</b>   | <ul style="list-style-type: none"> <li>Theory Assessment tasks can be completed by learners outside the classroom environment in their own time. All Practical Assessment tasks must be conducted at the Automotive Practical Workshop.</li> </ul>  |          |                  |  |     |   |  |

## 7. Course Duration

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|------------------------|---|
| <b>Course Duration</b> | <p>Full time: over a period of 24 weeks</p> <ul style="list-style-type: none"> <li>• 24 weeks of delivery is inclusive of 2 weeks holiday breaks.</li> <li>• Classroom sessions of 20 hours per week.</li> <li>• 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.</li> <li>• Completion of Individual Learning and Reflection/Self-Paced learning hours are not monitored by the Trainers/Assessors and form part of “unsupervised hours”. Trainers will ask Learners questions related to their Individual Learning after each week’s class session to ensure and verify that Learners have gained the knowledge related to the quizzes.</li> </ul> <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>Please refer to the <b>Section - Training and Delivery Structure</b> for the breakdown of delivery hours.</p> |
|------------------------|---|

## 8. Delivery Details/Strategies

|                            |   |
|----------------------------|---|
| <b>Delivery methods</b>    | <p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• lectures / Instructions</li> <li>• pre-reading</li> <li>• demonstrations and modelling</li> <li>• practice opportunities</li> <li>• brainstorming activities</li> <li>• group discussions</li> <li>• guided facilitation of individual or group learning activities, group work or project-based case studies</li> </ul> |
| <b>Delivery Structure</b>  | <ul style="list-style-type: none"> <li>• 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).</li> <li>• The unit of competency will be delivered and assessed as stand-alone units.</li> </ul>   |
| <b>Units of Competency</b> | <ul style="list-style-type: none"> <li>• All units to be delivered and assessed are listed in the <b>Section - Training and Delivery Structure</b>.</li> </ul>  |



## 9. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. Please refer to **MITP13 Assessment, Reassessment and Reenrolment Policy and Procedure** for further information if required.

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| <p><b>Assessments</b></p>                      | <ul style="list-style-type: none"> <li>• Theory Assessment Tasks will be completed outside of campus on the learner’s own time as unsupervised hours. All Simulated Practical assessment tasks will be conducted and completed at Menzies Mark Street – Automotive Practical Workshop as supervised hours.</li> </ul> <p>Note: Please refer the individual Assessment task for the further information.</p> <ul style="list-style-type: none"> <li>• Assessments will address:             <ul style="list-style-type: none"> <li>○ Application of the Unit statement</li> <li>○ Elements</li> <li>○ Performance Criteria</li> <li>○ Performance Evidence</li> <li>○ Assessment Conditions</li> <li>○ Knowledge Evidence</li> <li>○ Foundation Skills</li> <li>○ Dimensions of competency</li> </ul> </li> <li>• 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.</li> <li>• Specific assessment conditions relevant to each unit are detailed in the assessment tools for a unit of competency.</li> <li>• Learners are provided with assessment materials and instructions as to how the assessment will be conducted and by whom.</li> <li>• 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.</li> <li>• All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence.</li> <li>• Assessment methods to be used for each unit of competency are outlined in the <b>Section - Assessment Methods Matrix</b>.</li> </ul> |
| <p><b>Establish the Assessment Context</b></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"> <li>• The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Opportunities for gathering evidence in several situations</li> <li>• The purpose of assessment</li> <li>• Who carries out the assessment</li> <li>• The period during which the assessment takes place</li> <li>• Apportioned costs or fees (if applicable)</li> <li>• Ensuring that regardless of location or modality, the assessment would be consistent</li> </ul>  |
| <b>Submission of Assessments</b>            | <ul style="list-style-type: none"> <li>• Schedule of submission of assessments are indicated on the Session Plans and announced to the learners at the beginning of the unit. Adjustments can be made by discretion of the trainer/assessor but within reasonable timeframes. If longer timeframe is required, the trainer/assessor must consult with the Manager/Coordinator.</li> <li>• Learners must submit all Theory Assessments via physical copy to the Trainer. All Simulation Practical Assessments are observed by the Assessor directly and completed on paper.</li> <li>• Completed and submitted work will be assessed within two (2) weeks from the date of submission and feedback provided to student.</li> </ul>   |
| <b>Marking and Recording of Assessments</b> | <ul style="list-style-type: none"> <li>• The Trainer/Assessor must: <ul style="list-style-type: none"> <li>○ Record the assessment outcomes for each completed assessment task and mark either 'Satisfactory' or 'Not Satisfactory'.</li> <li>○ On completion of all assessment tasks, the overall assessment decision is to be recorded as either 'Competent' or 'Not Yet Competent'.</li> <li>○ Submit evidence of learner's assessments and outcome records on a Student Unit Competency File to Student Academics Department.</li> </ul> </li> <li>• The Student Academics Department must: <ul style="list-style-type: none"> <li>○ Check the submission for completeness (student record matches the submission and marking assigned and report any findings or errors to Manager/Coordinator.</li> <li>○ Record the results into the Student Management System</li> <li>○ File the original assessments into the Student Unit Competency File</li> </ul> </li> </ul> |

## 10. Assessment Requirements

|                                     |  |
|-------------------------------------|--|
| <b>Requirements for assessments</b> | <ul style="list-style-type: none"> <li>• The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner.</li> <li>• Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc.</li> <li>• Templates are provided, if required, with each skill test/ assessment task.</li> <li>• Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA.</li> </ul> |
|-------------------------------------|--|

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• 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)</li> <li>• Evidence requirements in the marking guide are measurable.</li> <li>• The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence.</li> <li>• The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit.</li> <li>• Assessment Conditions are specified in the assessment tasks.</li> <li>• Foundation skills are addressed and mapped adequately in the mapping document.</li> <li>• Trainer/Assessor’s feedback are recorded to inform learners on the outcomes of each assessment they undertake.</li> <li>• Cumulative assessment records are kept to monitor learner progression.</li> </ul> |
| <b>Assessment Tools</b>                   | <p>Menzies Institute of Technology has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> <li>• Assessment type and assessment task description</li> <li>• The context and conditions for the assessment</li> <li>• Resubmissions and reattempts</li> <li>• Location (where assessment is conducted)</li> <li>• Assessment appeals</li> <li>• Information regarding how trainers/assessors will assess the work</li> <li>• 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).</li> <li>• The relevant administration, recording and reporting requirements.</li> </ul> <p>Refer to the <b>Section - Assessment Methods Matrix</b> that indicates the available assessment tools for this qualification.</p>  |
| <b>Performance and knowledge evidence</b> | <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"> <li>• <b>Direct</b></li> </ul> <p>This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not yet satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.</p> <ul style="list-style-type: none"> <li>• <b>Indirect</b></li> </ul> <p>This involves evidence which supports the learner being able to complete a task. For example:</p> <ul style="list-style-type: none"> <li>○ a written assessment piece responding to specific knowledge questions</li> <li>○ any documentation prepared as part of this training program</li> </ul>  |

## 11. Assessment Methods Matrix

| Unit Code | Unit Title  | 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                   | √                             | √                       |
| AURETR104 | Diagnose complex faults in convenience and entertainment systems                  | √                             | √                       |
| AURTTR101 | Diagnose complex faults in engine management systems                              | √                             | √                       |
| AURLTB104 | Diagnose complex faults in light vehicle braking systems                          | √                             | √                       |
| AURETR137 | Diagnose complex faults in light vehicle safety systems                           | √                             | √                       |
| AURTTA021 | Diagnose complex system faults  | √                             | √                       |
| AURTTA126 | Diagnose complex faults in electronic over hydraulic systems                      | √                             | √                       |
| AURTTA017 | Carry out vehicle safety inspections  | √                             | √                       |
| AURETR140 | Diagnose complex faults in vehicle monitoring and protection systems              | √                             | √                       |

## 12. Assessment Feedback

|                            |   |
|----------------------------|---|
| <b>Assessment Feedback</b> | <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><b>Feedback from learners</b></p> <ul style="list-style-type: none"> <li>To assist with continuous improvement processes, learners are given opportunities to provide feedback during the course of their study</li> </ul> <p><b>Trainer/assessor feedback and comments</b></p> <ul style="list-style-type: none"> <li>Feedback from trainers/assessor are formally sought during the scheduled validation activities.</li> </ul> <p><b>Industry consultation including Work Placement Provider (if applicable) feedback</b></p> <ul style="list-style-type: none"> <li>Feedback from industry representatives and work placement providers are encouraged and gathered during industry consultation process</li> </ul> <p>The obtained feedback will loop with Continuous Improvement approach. Please refer to <b>Section – Continuous Improvement.</b></p> |
|----------------------------|---|

### 13. Complaints and Appeals

|                               |   |
|-------------------------------|---|
| <b>Complaints and Appeals</b> | <p><b>Complaints</b></p> <ul style="list-style-type: none"><li>• Learners are informed of Menzies Institute of Technology’s Complaints and Appeals Policies during pre-training review, letter of offer and acceptance, student orientation and via the Menzies Institute of Technology’s website.</li><li>• If a learner has a complaint, they are encouraged to speak immediately with the trainer/assessor or student support officer 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.</li></ul> <p><b>Assessment decision appeal</b></p> <ul style="list-style-type: none"><li>• If a Learner was assessed as ‘Not Yet Satisfactory’ in any assessment task, they are to be provided the opportunity for reassessment. A time for re-assessment is to be set at a mutually agreeable time.</li><li>• 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.</li><li>• Fees may apply if learner is to repeat the unit.</li><li>• 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.</li></ul> <p>Please refer to <b>MIPT07 Complaints and Appeal Policy and Procedure</b> for further information if required.</p> |
|-------------------------------|---|

### 14. Monitoring Course Progress

|                                   |   |
|-----------------------------------|---|
| <b>Monitoring course progress</b> | <p>Course progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none"><li>• early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and</li><li>• identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification.</li><li>• contacting (by phone or email) those learners with poor attendance and have not contacted their trainer or any Menzies Institute of Technology staff (e.g. Student Services and Academics, Finance, Placement Coordinator, Manager/Coordinator) to discuss any difficulties which may be impacting their ability to participate in the course and on how the Menzies Institute of Technology can provide reasonable support that may be relevant to their situation.</li></ul> <p>Please refer to <b>MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure</b> for further information if required.</p> |
|-----------------------------------|---|

## 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   | Learners 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 learner's own time | Learners 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. *Learners 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  |   |                          | TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED 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 learner's own time | TOTAL UNSUPERVISED HOURS |   |
| 1            | AURAEA003 | Monitor environmental and sustainability best practice in an automotive workplace | E                     | 10   | 10  | 20                     | 3   | 5   | 8                        | 28  |
| 2            | AURATA005 | Estimate and quote automotive mechanical and electrical repairs                   | E                     | 20   | 20  | 40                     | 6   | 10  | 16                       | 56  |
| 3            | AURTTA021 | Diagnose complex system faults  | C                     | 30   | 30  | 60                     | 9   | 15  | 24                       | 84  |
| 4            | AURETR137 | Diagnose complex faults in light vehicle safety systems                           | E                     | 20   | 20  | 40                     | 6   | 10  | 16                       | 56  |
| 5            | AURTTR101 | Diagnose complex faults in engine management systems                              | E                     | 30   | 30  | 60                     | 9   | 15  | 24                       | 84  |
| 6            | AURLTB104 | Diagnose complex faults in light vehicle braking systems                          | E                     | 20   | 20  | 40                     | 6   | 10  | 16                       | 56  |
| 7            | AURTTA017 | Carry out vehicle safety inspections  | E                     | 10   | 10  | 20                     | 3   | 5   | 8                        | 28  |
| 8            | AURETR104 | Diagnose complex faults in convenience and entertainment systems                  | E                     | 20   | 20  | 40                     | 6   | 10  | 16                       | 56  |
| 9            | AURTTA126 | Diagnose complex faults in electronic over hydraulic systems                      | E                     | 30   | 30  | 60                     | 9   | 15  | 24                       | 84  |
| 10           | AURETR140 | Diagnose complex faults in vehicle monitoring and protection systems              | E                     | 30   | 30  | 60                     | 9   | 15  | 24                       | 84  |
| <b>Total</b> |           |   |                       | <b>220</b>                                       | <b>220</b>  | <b>440</b>             | <b>66</b>   | <b>110</b>  | <b>176</b>               | <b>616</b>  |

## 16. Facilities and Resources

|                           |  |
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| <b>Training Resources</b> | <p><b><u>Learning &amp; Assessment Resources provided by the Institute to Learners</u></b></p> <p><input checked="" type="checkbox"/> <b>CANVAS LMS Platform</b></p> <p>Learners and Trainers will have access to Student Modules for every unit of competency in the qualification. Each Student Module provides:</p> <ul style="list-style-type: none"><li>- Unit Guide</li><li>- Support links</li><li>- Learning Resources including Powerpoint slides and supplementary resources</li></ul> <p><input checked="" type="checkbox"/> <b>Textbook</b></p> <p>For each learner as part of learner non-tuition fees: Automotive Mechanics Volume 10<sup>th</sup> Edition REVISED, May and Simpson.</p> <p><input checked="" type="checkbox"/> <b>Automotive Uniform and Personal Protective Equipment</b></p> <p>Each learner will be provided with:</p> <ul style="list-style-type: none"><li>o Workshop overalls</li><li>o Workshop safety steel toe boots</li><li>o Workshop safety glasses</li></ul> <p><b><u>Learning &amp; Physical Resources that the Learners must provide</u></b></p> <p>The following is a list of learning and physical resources for learners to have access to undertake the training and assessment of this training product.</p> <ul style="list-style-type: none"><li>• General stationery for study (e.g. pens, notebooks)</li><li>• Computer or tablets with internet access</li><li>• Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:<ul style="list-style-type: none"><li>o Automotive overalls provided must be worn in workshop area. Tie up hair if the length is beyond your shoulder</li><li>o Wear the provided automotive steel toe cap boots at all times in the automotive workshop</li><li>o Remove all rings and wrist jewellery including watches during practical sessions in the workshop. The only jewellery permitted is ear studs/nose studs.</li></ul></li></ul> <p><b><u>Physical Resources &amp; Equipment for each unit of competency</u></b></p> <p>The following physical resources will be provided:</p> <ul style="list-style-type: none"><li>▪ Theory classrooms</li><li>▪ AV Equipment</li><li>▪ Whiteboard</li></ul> |
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|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>▪ Internet access</li> <li>▪ Simulation Automotive Workshop at 87 Mark Street Campus</li> <li>▪ Printer at 355 Spencer Street Campus and 87 Mark Street Campus</li> <li>▪ Student common areas (lunch, study, recreation)</li> </ul> <p><b><u>Consumable Resources and Equipment required for each unit of competency</u></b></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>  |
| <p><b>Development of Training and Assessment Resources</b></p> | <p>The Menzies Institute of Technology 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 Menzies Institute of Technology ensures that there are no copyright limitations to restrict the Menzies Institute of Technology to undertake contextualisation of such resources to meet its training requirements. Third party learner resources reviewed by course coordinators and trainer/assessors through pre-validation process to ensure requirements are met. Trainers/Assessors have flexibility to supplement with additional training materials as they see fit.</p> |

## 17. Access and Equity

|                                 |   |
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| <p><b>Access and Equity</b></p> | <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 Learners' commencing programs. Customised delivery and assessment strategies, including reasonable adjustments, will be designed to meet learner needs.</p> <p>The Menzies Institute of Technology has a range of student support services that Learners are able to access. Support services include student administration services, academic support services to assist Learners who may require further assistance.</p> <p>Please refer to <b>MITP28 Student Support Services and Welfare Policy and Procedure</b> for further information if required.</p> |
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## 18. Reasonable Adjustments and Learner Support

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| <p><b>Reasonable Adjustments and Learner Support</b></p> | <ul style="list-style-type: none"> <li>• The Menzies Institute of Technology identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLND test before commencement of training.</li> <li>• During the course of a learner's study, any additional needs of learners are identified and addressed, where possible.</li> <li>• In responding to the learner's needs, the Menzies Institute of Technology provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to: <ul style="list-style-type: none"> <li>○ Taking into account language, literacy and numeracy requirements.</li> <li>○ Making adjustments to the physical environment or venue.</li> </ul> </li> </ul> |
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- 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
- In addition, support on assessment arrangements are provided as follows, but not limited to:
  - 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.
  - Additional training and tutorials, if required.
  - 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, Menzies Institute of Technology administration staff and management.
- Assistance is available to learners via telephone, email and/or face-to-face.
- The Menzies Institute of Technology reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the Menzies

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|  | <p>Institute of Technology.</p> <p>Please refer to <b>MITP83 Reasonable Adjustment Policy and Procedure</b> for further information if required.</p> |
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**19. Recognition of Prior Learning (RPL) and Credit Transfers**

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|---|---|
| <p><b>Demonstration of Competence through Recognition of Prior Learning (RPL)</b></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"> <li>• paid or unpaid work experience</li> <li>• prior formal training</li> <li>• skills and knowledge gained on the job</li> <li>• community work experience</li> <li>• short course and work-based learning</li> <li>• trade skills</li> <li>• other life experience.</li> </ul> <p><b>Evidence you might need to supply</b></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"> <li>• work appraisals</li> <li>• job descriptions</li> <li>• photos or actual work samples</li> <li>• relevant formal qualifications</li> <li>• resume and references</li> <li>• in-house training certificates</li> <li>• eye witness testimonies</li> <li>• observation at the applicant’s workplace or a simulated workplace</li> <li>• informal RPL interviews.</li> </ul> <p>Please refer to <b>MITP15 RPL and Credit Transfer Policy and Procedure</b> for further information if required.</p> |
| <p><b>Credit Transfers (CT)</b></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 <b>MITP15 RPL and Credit Transfer Policy and Procedure</b> for further information if required.</p>  |

## 20. Certification Issuance and Statement of Attainments

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| <b>Certification Issuance and Statement of Attainments</b> | <ul style="list-style-type: none"><li>• At the successful completion of the program, the learner will be awarded with the AUR40620 Certificate IV in Automotive Electrical Technology qualification along with a transcript of units showing the assessment results.</li><li>• If a student has been withdrawn/cancelled from the qualification, the student will be issued with a Statement of Attainment for each unit of competency where he/she has been assessed as Competent.</li><li>• At any point before the completion of the program, a learner may request an Interim Transcript for record of unit of competency where he/she has been assessed as Competent.</li></ul> |
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## Appendix 1: Timetable sample

Menzies Institute of Technology provides rolling intake so Learners can enrol at a unit commencement. The intake dates are typically set once per month.

Each week of classes are set as 20 hours of Face to Face classroom delivery.

Please refer to Session plan for detailed information on how hours are distributed between training and assessments.

The table below shows the duration of each Term and Term Break duration. Please note the sequence of units and allocation of term breaks and term break durations will differ slightly based on intake month. A Completion Activity Period at end of learner's timetable is allocated to allow for course completion and finalisation of marking/results. Please note Completion Activity Period is not allocated if learner's enrolment included extended term break due to longer holiday period (e.g. Christmas break period)

| <b>Timetable Sample</b>   |   |   |
|---|---|---|
| <b>Term 1: 11 weeks, Term 2: 11 weeks</b>                       |   |   |
| <b>Total Term Break and Completion Activity period: 2 weeks</b> |   |   |
| <b>Qualification, class and commencement date:</b>              | <b>AUR40620 - Certificate IV in Automotive Electrical Technology</b>                                  |   |
| <b>Week</b>   | <b>Subject/unit/module</b>  | <b>Assessment schedule</b>  |
| 1   | <b>AURAEA003</b><br>Monitor environmental and sustainability best practice in an automotive workplace | Learning activity and discussion regarding theory assessment.<br><br>Practical demonstration & assessment |
| 2   | <b>AURATA005</b><br>Estimate and quote automotive mechanical and electrical repairs                   | Learning activity and discussion regarding theory assessment.   |
| 3   | <b>AURATA005</b><br>Estimate and quote automotive mechanical and electrical repairs                   | Practical demonstration & assessment  |
| 4   | <b>AURETR104</b><br>Diagnose complex faults in convenience and entertainment systems                  | Learning activity   |
| 5   | <b>AURETR104</b><br>Diagnose complex faults in convenience and entertainment systems                  | Practical demonstration & assessment  |
| 6   | <b>AURTR101</b><br>Diagnose complex faults in engine management systems                               | Learning activity   |
| 7   | <b>AURTR101</b><br>Diagnose complex faults in engine management systems                               | Learning activity and discussion regarding theory assessment.   |
| 8   | <b>AURTR101</b><br>Diagnose complex faults in engine management systems                               | Practical demonstration & assessment  |
| 9   | <b>AURLTB104</b><br>Diagnose complex faults in light vehicle braking systems                          | Learning activity and discussion regarding theory assessment.   |

|    |  |   |
|----|--|---|
| 10 | <b>AURLTB104</b><br>Diagnose complex faults in light vehicle braking systems             | Practical demonstration & assessment  |
| 11 | <b>AURETR137</b><br>Diagnose complex faults in light vehicle safety systems              | Learning activity and discussion regarding theory assessment.   |
| 12 | <b>Term Break</b>  |   |
| 13 | <b>AURETR137</b><br>Diagnose complex faults in light vehicle safety systems              | Practical demonstration & assessment  |
| 14 | <b>AURTTA021</b><br>Diagnose complex system faults                                       | Learning activity   |
| 15 | <b>AURTTA021</b><br>Diagnose complex system faults                                       | Learning activity and discussion regarding theory assessment.   |
| 16 | <b>AURTTA021</b><br>Diagnose complex system faults                                       | Practical demonstration & assessment  |
| 17 | <b>AURTTA126</b><br>Diagnose complex faults in electronic over hydraulic systems         | Learning activity   |
| 18 | <b>AURTTA126</b><br>Diagnose complex faults in electronic over hydraulic systems         | Learning activity and discussion regarding theory assessment.   |
| 19 | <b>AURTTA126</b><br>Diagnose complex faults in electronic over hydraulic systems         | Practical demonstration & assessment  |
| 20 | <b>AURTTA017</b><br>Carry out vehicle safety inspections                                 | Learning activity and discussion regarding theory assessment.<br><br>Practical demonstration & assessment |
| 21 | <b>AURETR140</b><br>Diagnose complex faults in vehicle monitoring and protection systems | Learning activity   |
| 22 | <b>AURETR140</b><br>Diagnose complex faults in vehicle monitoring and protection systems | Learning activity and discussion regarding theory assessment.   |
| 23 | <b>AURETR140</b><br>Diagnose complex faults in vehicle monitoring and protection systems | Practical demonstration & assessment  |
| 24 | <b>Completion Activity Period</b>  |   |