

# Course Handbook



**MENZIES**  
INSTITUTE OF TECHNOLOGY

**AUR50116 DIPLOMA OF AUTOMOTIVE MANAGEMENT**

**DELIVERY MODE: CLASSROOM BLENDED**

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## 1. Training Package Information

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	AUR50116 - Diploma of Automotive Management
CRICOS Code	091688J
Version (Release) of the qualification	2.0
Date (Release) of the qualification	07/12/2018
AQF Level	Level 5
Qualification Description	This qualification reflects the role of individuals who undertake leadership and management roles in the automotive industry. It is suitable for entry into senior management roles in all sectors of the automotive industry.
Licensing / Regulatory Information	Not Applicable
Entry requirements	Not Applicable ( <i>this qualification does not have mandatory entry requirements at the time of publication on training.gov.au</i> ).  However, 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

Packaging Rules	<p><b>Packaging Rules</b></p> <p>12 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> <li>• 6 core units and</li> <li>• 6 elective units, consisting of:</li> </ul>
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- up to 6 units may be chosen from the Elective Units listed on <https://training.gov.au/training/details/AUR50116/qualdetails>
- up to 2 units may be chosen from a Certificate IV qualification or above in this Training Package or another endorsed Training Package or accredited course, provided that the units chosen contribute to the vocational outcome of this qualification and do not duplicate the outcome of another unit chosen for the qualification.

For more information on the packaging rules, please visit

<https://training.gov.au/training/details/AUR50116/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) Elective (E)
AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	C
AURAMA005	Manage complex customer issues in an automotive workplace	C
AURAMA006	Contribute to planning and implementing business improvement in an automotive workplace	C
BSBFIM501	Manage budgets and financial plans	C
BSBMGT502	Manage people performance	C
BSBWHS501	Ensure a safe workplace	C
BSBWOR501	Manage personal work priorities and professional development	E
BSBCUS501	Manage quality customer service	E
BSBHRM405	Support the recruitment, selection and induction of staff	E
BSBINN502	Build and sustain an innovative work environment	E
BSBPUR402	Negotiate contracts	E
AURAAA002	Determine retail rates for automotive products and services	E

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

### 3. Educational Pathways

<b>Pathways into the qualification</b>	Learners that have completed qualifications in Certificate III or IV in Automotive training package.
<b>Pathways from the qualification</b>	Further training pathways from this qualification would be into further automotive and management qualifications.
<b>Employment Pathways</b>	<p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> <li>• automotive service manager</li> <li>• parts manager</li> <li>• business owner</li> <li>• business manager</li> <li>• purchasing manager</li> <li>• automotive repair manager.</li> <li>• operations manager</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 Certificate III or IV in Automotive training package and are: <ul style="list-style-type: none"> <li>○ planning to undertake leadership and management roles in the automotive industry</li> <li>○ able to attend regular face-to-face classes</li> <li>○ 18 years or older</li> </ul> </li> </ul>
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### 5. Menzies Institute of Technology's admission requirements

The AUR50116 Diploma of Automotive Management allows direct entry into this qualification at the time of publication in training.gov.au. However, the Menzies Institute of Technology 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. 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>• Age of 18 years or above</li> <li>• Satisfactory completion of the Certificate III or IV in Automotive training package</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> </ul>
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	<ul style="list-style-type: none"> <li>Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test</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>International Students</b>	<ul style="list-style-type: none"> <li>Age of 18 years or above</li> <li>Satisfactory completion of the Certificate III or IV in Automotive training package</li> <li>English Language Requirements (meet one of the requirements outlined below)</li> </ul> <p>1.</p> <table border="1" data-bbox="373 566 1479 1126"> <thead> <tr> <th data-bbox="373 566 552 745">IELTS (General or Academic)</th> <th data-bbox="552 566 718 745">PTE Academic</th> <th data-bbox="718 566 896 745">TOEFL</th> <th data-bbox="896 566 1086 745">Cambridge C1 Advanced Test</th> <th data-bbox="1086 566 1284 745">Occupational English Test (OET)</th> <th data-bbox="1284 566 1479 745">ELICOS (General English or equivalent)</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 745 552 1126">6.0 each band</td> <td data-bbox="552 745 718 1126">50 each component</td> <td data-bbox="718 745 896 1126">12 (Listening), 13 (Reading), 21 (Writing), 18 (Speaking)</td> <td data-bbox="896 745 1086 1126">169 each component</td> <td data-bbox="1086 745 1284 1126">B each component</td> <td data-bbox="1284 745 1479 1126">Upper Intermediate level completion</td> </tr> </tbody> </table> <p><b>Note: Results older than two years are not acceptable</b></p> <p><b>OR</b></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><b>OR</b></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 IV or higher level qualification, from the Australian Qualifications Framework.</p> <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. This will be conducted either in person or phone call or video call/online with the prospective learner.</li> <li>Complete the Language, Literacy and Numeracy and Digital (LLND) test before 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>	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								

<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>
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## 6. Training/Delivery Arrangements and Strategies

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

## 7. Course Duration

<b>Course Duration</b>	<p>Full time: over a period of 52 weeks</p> <ul style="list-style-type: none"> <li>52 weeks of delivery is inclusive of 12 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</li> </ul>
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	<p>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.</p> <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>
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## 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.

<b>Assessments</b>	<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.</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> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Performance Evidence</li> <li>○ Assessment Conditions</li> <li>○ Knowledge Evidence</li> <li>○ Foundation Skills</li> <li>○ Dimensions of competency</li> </ul> <ul style="list-style-type: none"> <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> <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>
<p><b>Submission of Assessments</b></p>	<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</li> </ul>

	<p>on paper.</p> <ul style="list-style-type: none"> <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> <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>
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<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	Written Test	Practical Demonstration	Workplace Observation	Case study	Project	Role Play
AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	√				√	
AURAMA005	Manage complex customer issues in an automotive workplace	√				√	

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

## 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>
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## 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</li> </ul>
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	<p>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> <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>
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#### 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>
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## 15. Training and Delivery Structure

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

### Supervised Training and Assessment Hours explanation

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

### Unsupervised Hours explanation

Title	Explanation
Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	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:**

- *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*
- *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 Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self- paced Hours outside of Classroom/Campus	Theory Assessment s hours completed outside of classroom and on learner's own time	TOTAL UNSUPERVISED HOURS	
1	AURAEA004	Manage environmental and sustainability best practice in an automotive workplace	C	40		40	8	8	16	56
2	AURAMA005	Manage complex customer issues in an automotive workplace	C	60		60	12	12	24	84
3	AURAMA006	Contribute to planning and implementing business improvement in an automotive workplace	C	120		120	24	24	48	168
4	BSBFIM501	Manage budgets and financial plans	C	80		80	16	16	32	112
5	BSBMGT502	Manage people performance	C	80		80	16	16	32	112
6	BSBWHS501	Ensure a safe workplace	C	60		60	12	12	24	84
7	BSBWOR501	Manage personal work priorities and professional development	E	60		60	12	12	24	84
8	BSBCUS501	Manage quality customer service	E	60		60	12	12	24	84
9	BSBHRM405	Support the recruitment, selection and induction of staff	E	60		60	12	12	24	84
10	BSBINN502	Build and sustain an innovative work environment	E	60		60	12	12	24	84
11	BSBPUR402	Negotiate contracts	E	60		60	12	12	24	84
12	AURAAA002	Determine retail rates for automotive products and services	E	60		60	12	12	24	84
<b>TOTAL</b>				<b>800</b>	<b>0</b>	<b>800</b>	<b>160</b>	<b>160</b>	<b>320</b>	<b>1120</b>

## 16. Facilities and Resources

<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><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></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><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>
<b>Development of Training and Assessment Resources</b>	<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

<b>Access and Equity</b>	<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

<b>Reasonable Adjustments and Learner Support</b>	<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><li>○ Considering age, gender; cultural beliefs and background, traditional practices, religious observances.</li><li>○ Considering learners with disability(ies).</li><li>○ Deferment of study.</li><li>○ Help with a Special Consideration application.</li><li>○ Assistance with study skills through practical advice.</li><li>○ Monitoring course progress</li></ul></li><li>• In addition, support on assessment arrangements are provided as follows, but not limited to:<ul style="list-style-type: none"><li>○ Scheduling flexible assessment sessions.</li><li>○ Providing assessment materials in a variety of formats (large fonts, electronic, symbols).</li><li>○ Providing LLND support.</li><li>○ Arranging for or allowing a member of their community to be present at the</li></ul></li></ul>
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	<p>assessment, if required.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ Learners are given adequate time to work on assessments and projects.</li> <li>○ Additional training and tutorials, if required.</li> <li>○ Referral to further learner support service or external counsellors.</li> </ul> <ul style="list-style-type: none"> <li>● Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise.</li> <li>● Reasonable Adjustment requirements will be recorded on the assessments and/or learner’s file.</li> <li>● The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification.</li> <li>● Staff available to learners to provide support services are trainers/assessors, Menzies Institute of Technology administration staff and management.</li> <li>● Assistance is available to learners via telephone, email and/or face-to-face.</li> <li>● 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 Institute of Technology.</li> </ul> <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

<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> </ul>
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	<ul style="list-style-type: none"> <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

<p><b>Certification Issuance and Statement of Attainments</b></p>	<ul style="list-style-type: none"> <li>• At the successful completion of the program, the learner will be awarded with the AUR50116 Diploma of Automotive Management 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: 10 weeks, Term 2: 10 weeks, Term 3: 10 weeks, Term 4: 10 weeks</b>		
<b>Total Term Break and Completion Activity period: 12 weeks</b>		
<b>Qualification, class and commencement date:</b>	<b>AUR50116 Diploma of Automotive Management,</b>	
<b>Week</b>	<b>Subject/unit/module</b>	<b>Assessment schedule</b>
1	<b>AURAEA004</b> Manage environmental and sustainability best practice in an automotive workplace	Discussion of theory, learning activities and discussion regarding assessment
2	<b>AURAEA004</b> Manage environmental and sustainability best practice in an automotive workplace	Learning activity and assessment activity
3	<b>AURAMA005</b> Manage complex customer issues in an automotive workplace	Discussion of theory, learning activities and discussion regarding assessment
4	<b>AURAMA005</b> Manage complex customer issues in an automotive workplace	Learning activity and assessment activity
5	<b>AURAMA005</b> Manage complex customer issues in an automotive workplace	Learning activity and assessment activity
6	<b>AURAMA006</b> Contribute to planning and implementing business improvement in an automotive workplace	Discussion of theory and learning activities
7	<b>AURAMA006</b> Contribute to planning and implementing business improvement in an automotive workplace	Discussion of theory and learning activities
8	<b>AURAMA006</b> Contribute to planning and implementing business improvement in an automotive workplace	Discussion of theory, learning activities and discussion regarding assessment
9	<b>AURAMA006</b> Contribute to planning and	Learning activity and assessment activity

	implementing business improvement in an automotive workplace	
10	<b>AURAMA006</b> Contribute to planning and implementing business improvement in an automotive workplace	Learning activity and assessment activity
11 ~ 13	<b>Term Break</b>	
14	<b>AURAMA006</b> Contribute to planning and implementing business improvement in an automotive workplace	Assessment activities
15	<b>BSBFIM501</b> Manage budgets and financial plans	Discussion of theory and learning activities
16	<b>BSBFIM501</b> Manage budgets and financial plans	Discussion of theory, learning activities and discussion regarding assessment
17	<b>BSBFIM501</b> Manage budgets and financial plans	Learning activity and assessment activity
18	<b>BSBFIM501</b> Manage budgets and financial plans	Assessment activities
19	<b>BSBMGT502</b> Manage people performance	Discussion of theory and learning activities
20	<b>BSBMGT502</b> Manage people performance	Discussion of theory, learning activities and discussion regarding assessment
21	<b>BSBMGT502</b> Manage people performance	Learning activity and assessment activity
22	<b>BSBMGT502</b> Manage people performance	Assessment activities
23	<b>BSBWHS501</b> Ensure a safe workplace	Discussion of theory and learning activities
24 ~ 26	<b>Term Break</b>	
27	<b>BSBWHS501</b> Ensure a safe workplace	Discussion of theory, learning activities and discussion regarding assessment
28	<b>BSBWHS501</b> Ensure a safe workplace	Learning activity and assessment activity
29	<b>BSBWOR501</b> Manage personal work priorities and professional development	Discussion of theory and learning activities
30	<b>BSBWOR501</b> Manage personal work priorities and professional development	Discussion of theory, learning activities and discussion regarding assessment
31	<b>BSBWOR501</b> Manage personal work priorities and professional development	Learning activity and assessment activity
32	<b>BSBCUS501</b> Manage quality customer service	Discussion of theory and learning activities
33	<b>BSBCUS501</b> Manage quality customer service	Discussion of theory, learning activities and discussion regarding assessment
34	<b>BSBCUS501</b> Manage quality customer service	Learning activity and assessment activity
35	<b>BSBHRM405</b> Support the recruitment, selection	Discussion of theory and learning activities

	and induction of staff	
36	<b>BSBHRM405</b> Support the recruitment, selection and induction of staff	Discussion of theory, learning activities and discussion regarding assessment
37 ~ 39	<b>Term Break</b>	
40	<b>BSBHRM405</b> Support the recruitment, selection and induction of staff	Learning activity and assessment activity
41	<b>BSBINN502</b> Build and sustain an innovative work environment	Discussion of theory, learning activities and discussion regarding assessment
42	<b>BSBINN502</b> Build and sustain an innovative work environment	Discussion of theory, learning activities and discussion regarding assessment
43	<b>BSBINN502</b> Build and sustain an innovative work environment	Learning activity and assessment activity
44	<b>BSBPUR402</b> Negotiate contracts	Discussion of theory and learning activities
45	<b>BSBPUR402</b> Negotiate contracts	Discussion of theory, learning activities and discussion regarding assessment
46	<b>BSBPUR402</b> Negotiate contracts	Learning activity and assessment activity
47	<b>AURAAA002</b> Determine retail rates for automotive products and services	Discussion of theory and learning activities
48	<b>AURAAA002</b> Determine retail rates for automotive products and services	Discussion of theory, learning activities and discussion regarding assessment
49	<b>AURAAA002</b> Determine retail rates for automotive products and services	Learning activity and assessment activity
50 ~ 52	<b>Completion Activity Period</b>	