

# Course Handbook



**MENZIES**  
INSTITUTE OF TECHNOLOGY

**AUR50216 DIPLOMA OF AUTOMOTIVE TECHNOLOGY**  
**DELIVERY MODE: CLASSROOM BLENDED**

## Table of Contents

1.	Training Package Information .....	3
2.	Packaging Rules .....	4
3.	Educational Pathways .....	5
4.	Learner Characteristics .....	5
5.	Menzies Institute of Technology's admission requirements .....	6
6.	Training/Delivery Arrangements and Strategies .....	7
7.	Course Duration .....	8
8.	Delivery Details/Strategies.....	9
9.	Assessment Details and Arrangements .....	9
10.	Assessment Requirements .....	11
11.	Assessment Methods Matrix.....	12
12.	Assessment Feedback.....	13
13.	Complaints and Appeals .....	14
14.	Monitoring Course Progress .....	14
15.	Training and Delivery Structure .....	15
16.	Facilities and Resources.....	17
17.	Access and Equity .....	18
18.	Reasonable Adjustments and Learner Support.....	18
19.	Recognition of Prior Learning (RPL) and Credit Transfers (CT) .....	20
20.	Certification Issuance and Statement of Attainments .....	21
	Appendix 1: Timetable sample .....	22

## 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>	AUR50216 Diploma of Automotive Technology
<b>CRICOS Code</b>	105047A
<b>Version (Release) of the qualification</b>	4.0
<b>Date (Release) of the qualification</b>	14/02/2021
<b>AQF Level</b>	Level 5
<b>Qualification Description</b>	This qualification reflects the role of individuals who diagnose, analyse, evaluate, design and modify vehicle systems in the automotive retail, service and repair industry.
<b>Licensing / Regulatory Information</b>	Not Applicable
<b>Entry requirements</b>	<p>Those undertaking the Diploma of Automotive Technology must have completed an automotive Certificate IV qualification in one of the following disciplines, or be able to demonstrate equivalent competency.</p> <ul style="list-style-type: none"> <li>• AUR40216 Certificate IV in Automotive Mechanical Diagnosis</li> <li>• AUR40816 Certificate IV in Automotive Mechanical Overhauling</li> </ul> <p>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></p>

## 2. Packaging Rules

<b>Packaging Rules</b>	<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>• 1 core unit and</li> <li>• 11 elective units, consisting of:             <ul style="list-style-type: none"> <li>○ up to 11 elective units may be chosen from the elective units listed on <a href="https://training.gov.au/training/details/AUR50216/qualdetails">https://training.gov.au/training/details/AUR50216/qualdetails</a></li> <li>○ 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.</li> </ul> </li> </ul> <p>For more information on the packaging rules, please visit <a href="https://training.gov.au/training/details/AUR50216/qualdetails">https://training.gov.au/training/details/AUR50216/qualdetails</a></p>																																	
<b>Units of Competency</b>	<p>Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on industry consultation process to meet current industry needs during development of this training and assessment strategy.</p> <table border="1" data-bbox="395 1050 1471 2076"> <thead> <tr> <th>Unit Code</th> <th>Unit Title</th> <th>Core (C) Elective (E)</th> </tr> </thead> <tbody> <tr> <td>AURAMA005</td> <td>Manage complex customer issues in an automotive workplace</td> <td>E</td> </tr> <tr> <td>BSBWHS521</td> <td>Ensure a safe workplace for a work area</td> <td>E</td> </tr> <tr> <td>MSMENV672</td> <td>Develop workplace policy and procedures for environmental sustainability</td> <td>E</td> </tr> <tr> <td>AURTNA001</td> <td>Estimate and quote automotive vehicle or machinery modifications</td> <td>E</td> </tr> <tr> <td>AURFA007</td> <td>Develop and document specifications and procedures</td> <td>C</td> </tr> <tr> <td>AURETA004</td> <td>Analyse and evaluate electrical and electronic faults in convenience and entertainment systems</td> <td>E</td> </tr> <tr> <td>AURETA003</td> <td>Analyse and evaluate electrical and electronic faults in monitoring and protection systems</td> <td>E</td> </tr> <tr> <td>AURLTB002</td> <td>Analyse and evaluate faults in light vehicle braking systems</td> <td>E</td> </tr> <tr> <td>AURLTD007</td> <td>Analyse and evaluate faults in light vehicle steering and suspension systems</td> <td>E</td> </tr> <tr> <td>AURLTQ003</td> <td>Analyse and evaluate faults in light vehicle transmission and driveline systems</td> <td>E</td> </tr> </tbody> </table>	Unit Code	Unit Title	Core (C) Elective (E)	AURAMA005	Manage complex customer issues in an automotive workplace	E	BSBWHS521	Ensure a safe workplace for a work area	E	MSMENV672	Develop workplace policy and procedures for environmental sustainability	E	AURTNA001	Estimate and quote automotive vehicle or machinery modifications	E	AURFA007	Develop and document specifications and procedures	C	AURETA004	Analyse and evaluate electrical and electronic faults in convenience and entertainment systems	E	AURETA003	Analyse and evaluate electrical and electronic faults in monitoring and protection systems	E	AURLTB002	Analyse and evaluate faults in light vehicle braking systems	E	AURLTD007	Analyse and evaluate faults in light vehicle steering and suspension systems	E	AURLTQ003	Analyse and evaluate faults in light vehicle transmission and driveline systems	E
Unit Code	Unit Title	Core (C) Elective (E)																																
AURAMA005	Manage complex customer issues in an automotive workplace	E																																
BSBWHS521	Ensure a safe workplace for a work area	E																																
MSMENV672	Develop workplace policy and procedures for environmental sustainability	E																																
AURTNA001	Estimate and quote automotive vehicle or machinery modifications	E																																
AURFA007	Develop and document specifications and procedures	C																																
AURETA004	Analyse and evaluate electrical and electronic faults in convenience and entertainment systems	E																																
AURETA003	Analyse and evaluate electrical and electronic faults in monitoring and protection systems	E																																
AURLTB002	Analyse and evaluate faults in light vehicle braking systems	E																																
AURLTD007	Analyse and evaluate faults in light vehicle steering and suspension systems	E																																
AURLTQ003	Analyse and evaluate faults in light vehicle transmission and driveline systems	E																																

	AURLTE003	Analyse and evaluate faults in light vehicle engine and fuel systems	E
	AURETE001	Analyse and evaluate electrical and electronic faults in engine management systems	E
<p>Note: The packaging rules applied to this qualification have resulted in their being no requirements for prerequisite or corequisite units.</p>			

### 3. Educational Pathways

<b>Pathways into the qualification</b>	Those undertaking the AUR50216 Diploma of Automotive Technology are required to have completed AUR40216 Certificate IV in Automotive Mechanical Diagnosis or AUR40816 Certificate IV in Automotive Mechanical Overhauling or be able to demonstrate equivalent competency.
<b>Pathways from the qualification</b>	Further training pathways from this qualification may lead to further automotive qualifications at tertiary level.
<b>Employment Pathways</b>	<p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> <li>• Service advisor</li> <li>• Workshop controller</li> <li>• Workshop Foreman</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>• Individual who has successfully completed AUR40216 Certificate IV in Automotive Mechanical Diagnosis or AUR40816 Certificate IV in Automotive Mechanical Overhauling and are: <ul style="list-style-type: none"> <li>○ planning to pursue a career specific to the automotive sector and gain a qualification</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 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>• Those undertaking the Diploma of Automotive Technology must have completed an automotive Certificate IV qualification in one of the following disciplines, or be able to demonstrate equivalent competency.<ul style="list-style-type: none"><li>○ AUR40216 Certificate IV in Automotive Mechanical Diagnosis</li><li>○ AUR40816 Certificate IV in Automotive Mechanical Overhauling</li></ul></li><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. removing and fitting engine electrical components and parts)</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> <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>
--------------------------	--

<p><b>International Students</b></p>	<ul style="list-style-type: none"> <li>Those undertaking the Diploma of Automotive Technology must have completed an automotive Certificate IV qualification in one of the following disciplines, or be able to demonstrate equivalent competency. <ul style="list-style-type: none"> <li>AUR40216 Certificate IV in Automotive Mechanical Diagnosis</li> <li>AUR40816 Certificate IV in Automotive Mechanical Overhauling</li> </ul> </li> <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. removing and fitting engine electrical components and parts)</li> <li>English Language Requirements (meet one of the requirements outlined below) <ol style="list-style-type: none"> <li> <table border="1" data-bbox="395 651 1471 981"> <thead> <tr> <th>IELTS (General or Academic)</th> <th>PTE Academic</th> <th>TOEFL</th> <th>Cambridge C1 Advanced Test</th> <th>Occupational English Test (OET)</th> <th>ELICOS (General English or equivalent)</th> </tr> </thead> <tbody> <tr> <td>6.0 overall score</td> <td>50 overall score</td> <td>64 overall score</td> <td>169 overall score</td> <td>B each component</td> <td>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> </li> </ol> </li> </ul>	IELTS (General or Academic)	PTE Academic	TOEFL	Cambridge C1 Advanced Test	Occupational English Test (OET)	ELICOS (General English or equivalent)	6.0 overall score	50 overall score	64 overall score	169 overall score	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 overall score	50 overall score	64 overall score	169 overall score	B each component	Upper Intermediate level completion								
<p><b>Other Conditions</b></p>	<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.	
	<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 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>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

<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 3 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.

<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. 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> </ul> </li> </ul>
--------------------	---

	<ul style="list-style-type: none"> <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 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> <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 of Competency	Knowledge - Written Questions	Practical Demonstration
AURFA007	Develop and document specifications and procedures	√	
MSMENV672	Develop workplace policy and procedures for environmental sustainability	√	√
AURAMA005	Manage complex customer issues in an automotive workplace	√	√
AURETA003	Analyse and evaluate electrical and electronic faults in monitoring and protection systems	√	√
AURETE001	Analyse and evaluate electrical and electronic faults in engine management systems	√	√
AURETA004	Analyse and evaluate electrical and electronic faults in convenience and entertainment systems	√	√

Unit Code	Unit of Competency	Knowledge - Written Questions	Practical Demonstration
AURLTB002	Analyse and evaluate faults in light vehicle braking systems	√	√
AURLTD007	Analyse and evaluate faults in light vehicle steering and suspension systems	√	√
AURLTE003	Analyse and evaluate faults in light vehicle engine and fuel systems	√	√
AURLTQ003	Analyse and evaluate faults in light vehicle transmission and driveline systems	√	√
AURTNA001	Estimate and quote automotive vehicle or machinery modifications	√	√
BSBWHS521	Ensure a safe workplace for a work area	√	√
AURFA007	Develop and document specifications and procedures	√	√

## 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 Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on learner's own time	TOTAL UNSUPERVISED HOURS	
1	AURAMA005	Manage complex customer issues in an automotive workplace	E	10	10	20	4	4	8	28
2	BSBWHS521	Ensure a safe workplace for a work area	E	10	10	20	4	4	8	28
3	MSMENV672	Develop workplace policy and procedures for environmental sustainability	E	10	10	20	4	4	8	28
4	AURTNA001	Estimate and quote automotive vehicle or machinery modifications	E	10	10	20	4	4	8	28
5	AURFA007	Develop and document specifications and procedures	C	30	30	60	12	12	24	84
6	AURETA004	Analyse and evaluate electrical and electronic faults in convenience and entertainment systems	E	20	20	40	8	8	16	56
7	AURETA003	Analyse and evaluate electrical and electronic faults in monitoring and protection systems	E	20	20	40	8	8	16	56
8	AURLTB002	Analyse and evaluate faults in light vehicle braking systems	E	20	20	40	8	8	16	56
9	AURLTD007	Analyse and evaluate faults in light vehicle steering and suspension systems	E	20	20	40	8	8	16	56
10	AURLTQ003	Analyse and evaluate faults in light vehicle transmission and driveline systems	E	20	20	40	8	8	16	56
11	AURLTE003	Analyse and evaluate faults in light vehicle engine and fuel systems	E	20	20	40	8	8	16	56
12	AURETE001	Analyse and evaluate electrical and electronic faults in engine management systems	E	30	30	60	12	12	24	84
<b>TOTAL</b>				<b>220</b>	<b>220</b>	<b>440</b>	<b>88</b>	<b>88</b>	<b>176</b>	<b>616</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><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>○ Workshop overalls</li><li>○ Workshop safety steel toe boots</li><li>○ 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>○ Automotive overalls provided must be worn in workshop area. Tie up hair if the length is beyond your shoulder</li><li>○ Wear the provided automotive steel toe cap boots at all times in the automotive workshop</li><li>○ 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><li>▪ Internet access</li></ul>
---------------------------	--

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

<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>
---------------------------------	---

## 18. Reasonable Adjustments and Learner Support

<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> <li>○ Considering age, gender; cultural beliefs and background, traditional</li> </ul> </li> </ul>
--	--

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

	<p>adjustments if the costs to be incurred will cause financial hardship to the Menzies Institute of Technology.</p> <p>Please refer to <b>MITP83 Reasonable Adjustment Policy and Procedure</b> for further information if required.</p>
--	---

## 19. Recognition of Prior Learning (RPL) and Credit Transfers (CT)

<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

<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 AUR50216 Diploma of Automotive 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>
--	--

## 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)

Timetable Sample		
Term 1: 11 weeks, Term 2: 11 weeks		
Total Term Break and Completion Activity period: 2 weeks		
Qualification, class and commencement date:	<b>AUR50216 Diploma of Automotive Technology</b>	
Week	Subject/unit/module	Assessment schedule
1	<b>BSBWH521</b> Ensure a safe workplace for a work area	Learning activity and discussion regarding theory assessment.  Practical assessment
2	<b>AURETA004</b> Analyse and evaluate electrical and electronic faults in convenience and entertainment systems	Learning activity and discussion regarding theory assessment.
3	<b>AURETA004</b> Analyse and evaluate electrical and electronic faults in convenience and entertainment systems	Practical assessment
4	<b>MSMENV672</b> Develop workplace policy and procedures for environmental sustainability"	Learning activity and discussion regarding theory assessment.  Practical assessment
5	<b>AURETA003</b> Analyse and evaluate electrical and electronic faults in monitoring and protection systems	Learning activity and discussion regarding theory assessment.
6	<b>AURETA003</b> Analyse and evaluate electrical and electronic faults in monitoring and protection systems	Practical assessment
7	<b>AURFA007</b> Develop and document specifications and procedures	Learning activity and discussion regarding theory assessment.
8	<b>AURFA007</b> Develop and document specifications and procedures	Learning activity and discussion regarding theory assessment.
9	<b>AURFA007</b> Develop and document specifications and procedures	Practical assessment

10	<b>AURLTE003</b> Analyse and evaluate faults in light vehicle engine and fuel systems	Learning activity and discussion regarding theory assessment.
11	<b>AURLTE003</b> Analyse and evaluate faults in light vehicle engine and fuel systems	Practical assessment
12	<b>Term Break</b>	
13	<b>AURLTB002</b> Analyse and evaluate faults in light vehicle braking systems	Learning activity and discussion regarding theory assessment.
14	<b>AURLTB002</b> Analyse and evaluate faults in light vehicle braking systems	Practical assessment
15	<b>AURAMA005</b> Manage complex customer issues in an automotive workplace	Learning activity and discussion regarding theory assessment.  Practical assessment
16	<b>AURLTD007</b> Analyse and evaluate faults in light vehicle steering and suspension systems	Learning activity and discussion regarding theory assessment.
17	<b>AURLTD007</b> Analyse and evaluate faults in light vehicle steering and suspension systems	Practical assessment
18	<b>AURTNA001</b> Estimate and quote automotive vehicle or machinery modifications	Learning activity and discussion regarding theory assessment.  Practical assessment
19	<b>AURLTQ003</b> Analyse and evaluate faults in light vehicle transmission and driveline systems	Learning activity and discussion regarding theory assessment.
20	<b>AURLTQ003</b> Analyse and evaluate faults in light vehicle transmission and driveline systems	Practical assessment
21	<b>AURETE001</b> Analyse and evaluate electrical and electronic faults in engine management systems	Learning activity and discussion regarding theory assessment.
22	<b>AURETE001</b> Analyse and evaluate electrical and electronic faults in engine management systems	Learning activity and discussion regarding theory assessment.
23	<b>AURETE001</b> Analyse and evaluate electrical and electronic faults in engine management systems	Practical assessment
24	<b>Completion Activity Period</b>	