



Program Information

AUR50216 - Diploma of Automotive Technology Recognition of Prior Learning/ Gap Training

This program information document outlines the approach of and methods adopted by L. P. Communications Pty Ltd RTO
Number [20665](#) trading as

The Learning Professionals (LP)

The Learning Professionals

Phone: 1300 043045

Website www.thelearningprofessionals.com.au

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Training Package Product Description

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| Training package | AUR - Automotive Retail, Service and Repair Training Package (Release 5.0) https://training.gov.au/Training/Details/AUR |
| Qualifications | AUR50216 - Diploma of Automotive Technology (Release 2) https://training.gov.au/Training/Details/AUR50216 |
| Licensing outcome | There is no licensing legislative of certification requirements as a result on completion of this program |
| Training Package entry requirement | 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"> • AUR40216 Certificate IV in Automotive Mechanical Diagnosis • AUR40816 Certificate IV in Automotive Mechanical Overhauling |
| Qualification Packaging Rules | 12 units must be completed: <ul style="list-style-type: none"> • 1 core units • 11 elective units |
| Units of Competency - Standard Program | Core AURAF007 Develop and document specifications and procedure Elective AURAF006 Conduct research and present technical reports AURAMA005 Manage complex customer issues in an automotive workplace AURETA001 Analyse and evaluate electrical and electronic faults in electronic over hydraulic systems AURETA002 Analyse and evaluate electrical and electronic faults in body management systems AURETA003 Analyse and evaluate electrical and electronic faults in monitoring and protection systems AURETA004 Analyse and evaluate electrical and electronic faults in convenience and entertainment systems AURETA005 Analyse and evaluate electrical and electronic faults in theft-deterrent systems AURETA006 Analyse and evaluate electrical and electronic faults in air conditioning and HVAC systems AURETB002 Analyse and evaluate electrical and electronic faults in dynamic control management systems AURETE001 Analyse and evaluate electrical and electronic faults in engine management systems AURETX001 Analyse and evaluate electrical and electronic faults in driveline management systems |

Program Details

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| Program products | This program offers participants training and assessment products: <ul style="list-style-type: none"> • AUR50216 - Diploma of Automotive Technology |
| Aim of the Program | The program is designed to produce individuals who diagnose, analyse, evaluate, design, and modify vehicle systems in the automotive retail, service and repair industry. |
| Target groups | Participants entering this program are those that have current and/or recent skills and knowledge against the units of competency listed in this TAS. They: <ul style="list-style-type: none"> • May have already completed a trade program that has been outdated (superseded) and they wish to gain the current formal qualification for work requirements, or • May not have had any formal qualification however they have been working in a comparable role for at least 3 years • May apply for credit transfer of units issued from other RTO's however, due to the complexity of this trade course, all applicants applying for accreditation through The Learning Professionals CT and RPL Programs will be required to complete a 'skills assessment' to verify the current skills and knowledge against the units. |
| Duration - Volume of Learning, Amount of Training | The duration 'Volume of Learning' for this training product can be up to 12 weeks for participants undertaking the <i>RPL/Gap training</i> program including: <ul style="list-style-type: none"> • 12 weeks of assessment and gap training noting that it may be <ul style="list-style-type: none"> • Longer for some participants with additional learning needs or requiring reasonable adjustment • Shorter for some participants fast tracking depending upon the amount of RPL, CT and skill sets credited Refer Appendix C for Volume of learning and Amount of Training breakdown |
| Timetable | The program timetable is detailed in Appendix D <ul style="list-style-type: none"> • RPL Sessions will be conducted on the times and days listed via RPL appointments as determined in your pre training review Note – All scheduled classroom training during the COVID19 Social Distancing will be delivered online |
| Program Design | The Program design consists 3 delivery / Assessment clusters: <ul style="list-style-type: none"> • Specification and Technical reporting • Complex customers • Analyse and Evaluate |
| Delivery modes | The programs are delivered by flexible blended training, consisting of face to face and distance training and assessment |
| Training Locations | This course is delivered at <ul style="list-style-type: none"> • Theory – Distance Learning (online training and assessment) • Practical – In own workplace (Video linkup recordings of practical training and assessment) |
| Work Placements | Students completing the RPL program will require access to an automotive workshop to demonstrate their current skills as required |
| Maximum participant numbers | <ul style="list-style-type: none"> • N/A |

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| RTO entry requirements | <ul style="list-style-type: none"> Age – must be a minimum of 18 years of age <p>AND</p> <ul style="list-style-type: none"> Academic criteria – Have satisfactorily completed Australian Year 10 or equivalent <p>AND</p> <ul style="list-style-type: none"> Completion of enrolment application Completion of the Pre-Training Review on orientation day prior to commencement Completion of LLN foundation level test (this is not a barrier to entry; it helps us understand how we can support you in your learning journey with us) |
| Program Entry and Exit Points | The program has been designed for participants to enter and exit at various cluster points, enabling flexibility for participants wishing to obtain skills sets or individual units as required. |
| Fast tracking | <p>Participants may request to fast track this duration prior to enrolment into their program. This will be discussed at their pre- training review and will consider their individual circumstances including</p> <ul style="list-style-type: none"> Recognition of Prior learning (RPL) and Credit transfers (CT) Completing only individual units or skill sets Employed in service mechanic role in the automotive industry |
| Recognition of Prior Learning (RPL) and Credit Transfer (CT) | <p>If an applicant has course related skills and experience, they may be eligible for RPL or previously completed a unit of competency they may be eligible for Credit Transfer. This is discussed and documented at pre-training review stage.</p> <ul style="list-style-type: none"> LP provides information to the applicant that outlines the RPL/CT process outlined in the RPL handbook which is located on www.thelearningprofessionals.com.au Applicants will be considered on an individual basis and may apply for any amount of RPL for this training product <p>If Applicants are deemed eligible to apply for RPL or CT they will need to compile and present their evidence, in consultation with the trainer/assessor following enrolment including any</p> <ul style="list-style-type: none"> AQF certification documentation issued by any other RTO or AQF authorised issuing organisation verified VET transcripts issued by the Registrar evidence of currency in skills and knowledge relevant to unit of competency detailed in the Assessment tools supplied <p>Applicants are to provide a portfolio of evidence of their current skills and knowledge via video recordings of them completing task, industry expert reports confirming their current skills and knowledge in the workplace against unit of competency requirements (performance evidence) and knowledge testing (knowledge evidence) provided by The Learning Professionals.</p> |
| Gap Training | Gap training is working with the RPL applicant's current knowledge and skills, providing them with additional (GAP) knowledge and skills training to meet the current industry practice detailed in the training package requirements |
| Additional learning needs | <p>Persons with additional learning needs may request longer duration, this will be discussed at the pre training review with the individual. Additional needs may include:</p> <ul style="list-style-type: none"> English as a second language participants persons with a Learning or Physical Disability those lacking English Literacy skills <p>All learning adjustments agreed upon are recorded in the participant's pre training review.</p> |
| Delivery Periods | There are 4 terms per calendar (averaging 13-week blocks) due to program commencement and holiday breaks. Academic progress of students will be monitored on a rolling 13-week rotation upon commencement of study - Refer to timetable in Appendix D |
| Progress intervention | <p>After commencement of training, it is recognised that if an individuals is not meeting the Program timetable progression points through the program, an intervention discussion will be arranged with the candidate as a student support strategy to determine if there are any barriers or issues that need to be considered to give the participant every opportunity to progress, such as changed circumstance from enrolment. i.e. Personal or Work commitments or Financial issues. A revised program may be provided with commitment from all participant, employer (if required) and trainer to meet individual needs</p> |

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| <p>Training Outcomes – Pathways for participants</p> | <p>Participants are provided with advice on career and further training opportunities prior to and throughout the delivery of the program. These include:</p> <ul style="list-style-type: none"> • <i>Training pathways after completion of program:</i> <ul style="list-style-type: none"> ○ Automotive Higher Education Qualifications • Possible Vocational pathways: <ul style="list-style-type: none"> ○ Automotive Diagnostics Master Technician in automotive workshops |
| <p>Program Withdrawal</p> | <p>Participants may withdraw at any time throughout the program. They are to withdraw in writing following the withdrawal policy and procedure provided to the participant located on www.thelearningprofessionals.com.au under participant information. Participants that withdraw will be provided with any Statements of Attainment if pro-rata fees have been paid, for units they have been deemed competent against</p> |

Training and Assessment

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| Methods of Delivery | <p>The program is delivered in mixed mode including:</p> <ul style="list-style-type: none"> • presentations/tutorials/workshops (theoretical, global, auditory, visual learners) • Demonstrations of product development (Visual, situational learner) • Demonstration of skills (Kinaesthetic, Visual, right brain, situational, learner) • Instruction of process application (Kinaesthetic, left brain, situational, analytical learners) • Individual and Group work project activities (social, situational, VAK, activists, pragmatist learners) • Discussions, Coloration with trainers, other participants, and peers (social, theorist learners) • Enabling research activities (theorists, reflective learners) • Assessment as learning (Kinaesthetic, situational learners) |
| Assessment methods | <p>The Assessment Methods used in this program, whilst conducting structured assessment tasks are:</p> <ul style="list-style-type: none"> • Questioning – oral and written (hard copy, recording video or audio) • Product review – review of products developed – (finished products, Documents, videos, photos.) • Observation of task performance – Demonstration of work process application and /or work product development - (Video, Photos) • Portfolio – gathering of evidence compiled by participant over a period of time – (Assessment evidence requirements, photos of work task completed) |
| Assessment Tools | <p>LP Assessors will review the assessment details and plan with the participant prior to assessment activity commencement. If individual contextualisation of the assessment tool is required, any changes will be recorded in the assessment plan and assessment tool, ensuring it does not compromise the integrity of the unit requirements outcomes. The Assessment tools provide the Assessor and participant with instructions on the</p> <ul style="list-style-type: none"> • purpose of the assessments • resources required • outcome of the assessments • Assessment tasks • Formative Assessment recording documents and Summative assessment outcome recording document |
| Reasonable adjustments | <p>Reasonable adjustments may be made to assessment tasks to meet individual needs. All adjustment needs be discussed and recorded in the participants' assessment plan. Adjustments such as verbally responding to questions are provided in the assessment tools currently to limit the need for a person to ask for adjustment. Reasonable adjustment will not be implemented if the adjustment compromises the integrity of the unit requirements outcomes. Any reasonable adjustments agreed upon, will be recorded in the assessment plan.</p> |
| Opportunity for Reassessment | <p>Participants have two (2) opportunities for reassessment at no additional cost. Participants' assessed as Not Yet Competent will be provided the opportunity to be reassessed in line with the assessment policy. Participants who are reassessed are likely to have their course duration extended. If reassessment is required after a third attempt, a fee will be applied.</p> |
| RTO Trainers and Assessors Qualifications | <p>LP trainers and assessors are highly qualified and up to date with current industry practice.</p> |

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| Partnering arrangements with third parties | <p>LP is partnering with</p> <ul style="list-style-type: none"> Valhalla Industries to complete RPL assessments and Gap training for this program <p>LP has third-party arrangements for recruitment services currently with the education agent listed at www.thelearningprofessionals.com.au</p> <p>All third parties have a written agreement that outlines their responsibilities with the overall outcome of the quality of the program, systematically monitored and controlled by LP. The written agreement is to ensure that the third parties service comply with standards at all times, including providing accurate and factual responses to information requests from LP, and ASQA (Australian Skills Quality Authority) during audits. LP will inform ASQA within 30 days of any written agreement entered or ceased for delivery of services on LP behalf.</p> |
| Facility resources | <p>LP ensures that equipment within the training facility is appropriate and accessible for trainers, assessors, and participants.</p> <p>The classroom facilities that includes:</p> <ul style="list-style-type: none"> chairs and tables of appropriate height and surface appropriate lighting, heating and ventilation, rest rooms screen or monitor, computers/laptops as required presentation aids including online delivery programs (ZOOM, G-Suite, Kahoot) textbook – Automotive Technology: A Systems Approach (ED 7) Internet Access <p>The Training workshop includes:</p> <ul style="list-style-type: none"> required resources are detailed in Appendix F |
| Resources not supplied | <p>Participants must:</p> <ul style="list-style-type: none"> provide their own writing materials such as pens, pencils, and notepads. Have access to the internet, computer, and word processing software to complete this program Have their own service technician tool kit |
| Supplied Trainer and Assessor resources | <p>All Materials and resources supplied to the Trainers and Assessors include:</p> <ul style="list-style-type: none"> Assessors Assessment Tools - with moderated suggested answers and sample products Daily Session plans Timetables Textbook - Automotive Technology: A Systems Approach (ED 7) Trainer and assessor delivery material (Power Points, Learning Guides Textbooks, Videos) Vahalla MasterTech Course Level 1,2,3 Materials provided to participants in supplied participants resources Assessor and Student Assessment tools Appendix G |
| Learning support | <p>LP offers the following support to participants</p> <p>LLN Support - Based on the findings of the pre-training review participants can meet with the training manager to discuss possible assistance. LP will:</p> <ul style="list-style-type: none"> Assist participants, trainers, and assessors in using learning material Provide weekly tutor access to support weekly learning activities Allow participants to choose their seating arrangements to ensure they can see/hear trainer Provide training materials in electronic format Apply reasonable adjustment of assessment methods as long as the intent of the unit of competency is not compromised Access to laptops on request (additional cost may occur) <p>LP will not provide English language support to English as a second language (ESL) individuals, that is beyond the LLN support required for the course – applicants requiring assistance will be referred to ESL services</p> |
| Additional support | <p>LP can provide referrals to additional support services such as referrals to relevant services for personal or financial counselling and other services that the RTO considers necessary to support participants</p> |

Pre-Training Review

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| Pre training review information | <p>All participants must complete a pre training review prior to enrolment and acceptance into the program. The pre training review provides the applicant details of the program including</p> <ul style="list-style-type: none"> • Program, aim, duration, training, and assessment provided and vocational outcomes • Recognition of Prior Learning (RPL) • Program fees and payment plan details (accept payments up to \$1500.00 for prepayment of fees prior to commencement. A payment plan is implemented when fees are in excess of \$1500.00) • requirement to complete an LLN assessment • Program Fees, refunds, complaints, privacy and withdrawal procedures and location in participant information, found on www.thelearningprofessionals.com.au under participant information |
| Purpose of the pre training review | <p>The review is designed so that the applicant</p> <ul style="list-style-type: none"> • is provided with all the information regarding the program delivery to make an informed decision prior to commencement • Finds the most suitable course based on education attainment level, capabilities, aspirations, and interests • Chooses a program which will make a link to your individual career goals and understands their objectives for undertaking the program • Gains knowledge of the adjustments needed to the training program to suit your individual needs if applicable • Explores their current competencies and provides opportunities for these to be assessed through Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer (CT) |
| (USI) Unique Student Identifier | <p>LP verifies Student Identifiers with the USI register that have been provided by the applicant and ensures that it only issues AQF Certification documentation when a valid USI recorded</p> |

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| Language, literacy, and numeracy | <p>LP will review an applicant's Language, Literacy and Numeracy (LLN) skills during the Pre-training review. If gaps in LLN skill levels are determined refer to Participant support Diploma of Automotive Technology demands a level of skills in the following core areas, including:</p> <p>Communication</p> <ul style="list-style-type: none"> • clarify instructions • obtain information from customers and supervisors • report diagnostic findings. • Make overhaul recommendations <p>Reading</p> <ul style="list-style-type: none"> • research, organise and interpret technical information from manufacturer and workshop literature when carrying out technical research activities • interpret text, symbols and wiring diagrams in information relating system diagnostics and manufacturer specifications and workplace instructions and procedures. <p>Writing</p> <ul style="list-style-type: none"> • legibly and accurately fill out workplace documentation when reporting diagnostic and failure analysis findings • making repair recommendations • recording parts and material used <p>Numeracy</p> <ul style="list-style-type: none"> • match system components and identification numbers to workplace instructions, vehicle and component part lists, and manufacturer specifications • measure components and use basic mathematical operations, including addition and subtraction, to calculate distances, areas, volumes, tolerances and deviations from manufacturer specifications. • interpret vehicle ignition system voltages and readings • measure voltage, current and resistance and use basic mathematical operations, including addition and subtraction, to calculate deviations from manufacturer specifications • use standard mathematical terminology and structures to incorporate measurements, calibration and test requirements into technical specifications and procedural documentation. • present analytical results. <p>Learning</p> <ul style="list-style-type: none"> • locate appropriate sources of information efficiently • apply diagnostic procedures to different vehicles or machinery • apply learning and processes to different situations |
| Fees | <p>This training product is offered on a 'Fee for Service' basis only and the fees are published on the RTO website at www.thelearningprofessionals.com.au</p> <p>If applicants require further financial assistance (i.e. payment over longer period) they will be required to make arrangements prior to enrolling during the pre-training review. Qualifications will not be issued until full payment is received. As LP does not receive any government funding, we have priced our programs to meet the operational needs of our RTO. We have considered individual financial needs however we are unable to provide discounts to individuals. We make this statement upfront to mitigate any confrontation regarding fees.</p> |
| Enrolment application process | <p>All participants complete an online (paper based on request) enrolment application form, providing details of their:</p> <ul style="list-style-type: none"> • Reasons for wishing to enter the program • Current Qualifications • Current transferable skills and knowledge relevant to the program • LLN Level • Current working status • Request for RPL/ Credit transfer implementation • Request for assistance required to complete the program • Unique Student Identifier (USI) • Government required personal details |

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| Acceptance or rejection to offer position in program | <p>The pre training review and enrolment application will be assessed to determine an applicant's suitability for the program. The Applicant will be provided details of their acceptance into the program via a written agreement that is signed by the RTO and applicant. If the Application is rejected the applicant will be informed in writing. Applications may be rejected for the following reasons</p> <ul style="list-style-type: none"> • Is under 18 years of age • Has individual needs that cannot be provided during the program delivery such as <ul style="list-style-type: none"> ○ Training materials in a foreign language, braille, or video/audio recording ○ Provision of an interpreter to assist with language, sight, hearing or learning barriers (unless supplied by participant or referral agency) • Does not provide all required details in the enrolment application • Is unable to meet the program financial commitments • is deemed as unsuitable for the program after the pre training review <p>Rejected applicants will be provided further options and referrals to relevant support networks</p> |
| Complaints and appeals | <p>LPs complaints and appeals Policy and Procedure informs all stakeholders of LP responsibilities and the stakeholder's rights to make a complaint or appeal. The policy is designed to respond to allegations involving the conduct of</p> <ul style="list-style-type: none"> • the RTO, its trainers, assessors, or other staff. • an approved third-party providing services on the RTO's behalf, • A participant of the RTO. <p>It also allows for all stakeholders' opportunity to appeal for review of decisions including assessment decisions made by LP or approved third parties. The policy and procedure</p> <ul style="list-style-type: none"> • ensures the principles of natural justice and procedural fairness are adopted throughout the process. • is publicly available on LP website www.thelearningprofessionals.com.au under participant information • sets out the procedure for making a complaint or requesting an appeal. • ensures complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and • Provides for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal. <p>The process will be completed within 60 days of the initial submission and all documentation and records are securely maintained and the outcomes may be used as part of the evaluation of the training and assessment strategy to inform corrective actions to eliminate or mitigate the likelihood of reoccurrence.</p> |

Completion, transition, and operation arrangements

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| Completion of program | Participants who complete all requirements of the qualification or skill set they have enrolled in will be issued with a statement of attainment or a qualification depending upon the program that they have completed. |
| Issuance of Statements of Attainment and certificates | LP has systems in place that ensure only participants whom it has assessed as meeting the requirements of the program, receive a Certificate and/or a Statement of Attainment issued by LP within 30 days of the participant, being assessed as meeting the requirements of the program, provided all agreed fees have been received by LP. All Statements of Attainment and Certificate issuance records are retained in a register for period of 30 years and LP will provide records requested by the ASQA as required. Reprints and verifications will be supplied at a cost to the participant. |