

Assessment Requirements for AURLTB004 Diagnose complex faults in light vehicle braking systems

Release: 1

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Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standard defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- diagnose a complex fault in three different light vehicle braking systems including one anti-lock braking system
- the above diagnosis must involve two of the following types of complex faults:
 - · an intermittent fault
 - a fault that affects more than one system
 - a fault introduced as a result of a system repair
 - an indirect fault caused by the influence of external systems.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements
 relating to diagnosing complex faults in light vehicle braking systems, including
 procedures for managing and controlling brake dust and brake fluid
- environmental requirements, including procedures for trapping, storing and disposing of fluids and material released from braking systems
- types of complex faults relating to light vehicle braking systems, including:
 - intermittent
 - multi-system
 - introduced as a result of system repair
 - indirect, caused by the influence of external systems
- types, functions and operation of light vehicle braking systems, including mechanical, hydraulic and electronic subsystems

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- testing procedures for light vehicle braking systems, including procedures for:
 - · vehicle dynamic and static testing
 - abnormal noise analysis
 - component failure analysis
- types, functions, operation and limitations of diagnostic testing equipment required to diagnose complex faults in light vehicle braking systems
- procedures for accessing and interpreting scan tool system data, including:
 - diagnostic trouble codes (DTCs), including:
 - conditions that set the DTCs
 - conditions for running DTCs
 - live data
 - freeze frame data
 - waveforms
 - · vehicle continuous and non-continuous monitored systems
- methods and processes for documenting and reporting diagnostic findings and recommendations.

Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the light vehicle braking systems that they have worked on, e.g. repair orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- automotive repair workplace or simulated workplace
- workplace instructions
- manufacturer light vehicle braking system specifications
- three different light vehicles with complex faults in their braking systems, including a vehicle with an anti-lock braking system
- light vehicle braking system diagnostic equipment, including scan tool
- tools, equipment and materials appropriate for diagnosing complex faults in light vehicle braking systems.

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Links

 $\label{lem:companion} Companion \ \ Volume \ \ implementation \ guides \ are found \ in \ VETNet - \\ \underline{\ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ }\underline{\ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ }\underline{\ \ \ }\underline{\ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ \ }\underline{\ \ \ \ }\underline{\ \ \ \ \ }\underline$

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