T³
SCHOOL BASED TRAINEE SHIPS

2007 - 2008 PROGRAM

SELECTION HANDBOOK

FOR SCHOOLS
Introduction

The modern motor vehicle and motor vehicle dealership require a highly skilled workforce. T3 Automotive school based part-time traineeships are part of a comprehensive program to provide training and career pathways for employees in the various dealer networks. A fundamental aspect is that TAFE NSW will provide government funded training for participating dealerships.

T3 Automotive school based part-time traineeships will be available for 2007 in Business Services, Automotive – Sales (Replacement Parts and Accessories) and Automotive - Vehicle Servicing - Light Vehicle

A traineeship combines both work and training. The trainee earns while they learn. The Automotive school based part-time trainee is employed at a local automotive dealership, attends formal training at a TAFE college and is enrolled at their school in the Higher School Certificate (HSC). The formal training component of the traineeship provides HSC unit credit. The actual pattern of time spent at work will be negotiated between the employer, the student and the school.

At the successful conclusion of the school based part-time traineeship students will have an HSC, a nationally recognised qualification issued by TAFE and a certificate of proficiency that recognises the successful completion of the traineeship. It is anticipated that the dealer will offer an opportunity for further training or employment for trainees who successfully complete their HSC and their traineeship.

Final dates for submission of applications can be found by referring to the Application and Selection Process fact sheet at http://www.det.nsw.edu.au/vetinschools/directorates/T3/media/docs/fact1SelectionProcess.pdf

Selection process

1. Description of the process

- T3 school based traineeship is an employment relationship with a specific automotive dealer. Hence, individual dealers must take full responsibility for all the final decision-making concerning their prospective employees.

- A process has been developed to support participating dealers with the selection process for T3 school based traineeships.

- Students are invited to submit an application for a T3 school based traineeship. The application form must be endorsed by the school principal and should be faxed and/or posted to the Regional T3 Co-ordinator for initial processing.

- Eligible applicants’ details are forwarded to the nominated participating dealership/s for the final selection phase.
Students who are eligible for a T³ HSC traineeship position will be offered a short work experience program by the dealership. This will provide opportunities for the potential trainees to become familiar with the dealership work environment and for the dealer to observe potential employees in the workplace before the final commitment is made by both parties to enter into the training contract.

Dealerships will conduct interviews and select their prospective school based trainees during Term 3 and 4 of 2006 to allow the students, schools and TAFE to be advised of the outcomes by end of the school year.

2. Selection criteria

The following selection criteria will be used to assist participating dealers in selecting trainees that are the most likely to be valuable employees, as well as the most likely to successfully complete their traineeships in conjunction with the HSC studies:

- Demonstrated understanding of, and commitment to, starting a career within the dealership
- Good communication skills
- Effective numeracy skills
- Ability to work well in groups and as part of a team
- Demonstrated ability to work independently
- Dedication and persistence with long term projects
- Reliability and punctuality
- Willingness to travel to work and to TAFE for training
- Willingness to complete required hours of on-the-job training including working during school weekends and school vacations

Application form

The application form must be completed by potential trainees in their own hand. A copy of the fax cover sheet, the application form, recent school report and school reference statement should be faxed and/or posted to the Regional T3 Co-ordinator.

School reference statement

3. Completing the school reference statement

School principals are asked to complete a structured reference statement relating to the selection criteria for the T³ school based traineeship positions to support the student’s application.
The structured school reference form attached to the application form should be completed by the school and submitted to the Regional T³ Co-ordinator.

4. Literacy and numeracy assessment

T³ school based trainees will need good literacy and numeracy skills to enable to them to satisfactorily complete their formal training at TAFE and to succeed in the workplace.

Examples of the types of reading and writing and the types of numeracy tasks that trainees will need to be able to deal with are contained in Appendix A – Literacy and numeracy benchmarks.

Schools are asked to use their in-depth knowledge of student’s literacy and numeracy skills to assess if students are able to meet these literacy and numeracy benchmarks and to report this in the structured reference statement.

NOTE: It is not necessary for students to complete these activities.

Panels to determine eligibility for T3 Selection

This panel will assess the eligibility of the written applications and will be made up as follows:

- Automotive representatives from the participating manufacturers, importers and distributors of T3.
- TAFE representatives familiar with demands of the formal training for Automotive and Business.
- School sector representatives familiar with the demands of HSC schooling.

Suggested interview questions

To assist participating dealers in selecting trainees that are the most likely to be valuable employees as well as the most likely to successfully complete their traineeships in conjunction with the HSC studies the following suggestions for interview questions are provided:

- What does being a T³ school based trainee mean to you?
- Why would you like to work as trainee with our business?
- Give us an example where you have worked in a group to solve a problem? How did you solve the problem?
- How will you manage your time to meet the commitments of school, training at TAFE and work over the next two years?
- How are you planning to travel to work at this dealership and to TAFE?
- What can you offer that no-one else can?
- How do you like to learn?
Appendix A – Literacy and numeracy benchmarks

The following texts and teaching and learning activities have been provided by TAFE NSW as samples from the training program for each of the traineeships. Please use these as an indication of the literacy and numeracy skills required to successfully complete the formal training component at TAFE and to succeed in a contemporary automotive dealership workplace.

Please comment in the school reference statement on the student’s capacity to operate at this level of literacy and numeracy.

Note: The student is NOT required to complete the following activities. It is only the comment from the school principal that is required.

Literacy 1 - Occupational Health & Safety Act

Statistics released from the National Occupational Health and Safety Council (NOHSC) in August 1997 state that there are around 2,900 work-related fatalities in Australia each year. In addition, NOHSC estimates that there were around 175,000 newly reported, serious compensated work-related injury/disease occurrences nationwide during 1994-95. NOHSC further estimates that the total cost of work-related injury disease to all sections of the Australian community is $27 billion each year. This would include workers compensation, lost production, rehabilitation and equipment repairs.

Clearly, the statistics indicate the need for continued effort in the area of workplace health and safety. The alarming numbers of deaths and injuries are occurring despite the existence of legislation, ie law that clearly places responsibility on all employers to ensure the health, safety and welfare of employees.

In NSW last year, there are 776 persons in the Automotive Industry seriously injured of which 161 led to permanent disabilities. The cost to the industry was approximately $12 million.

Governments across Australia have recognised the need for consistent, cooperative approach to improving workplace health and safety. As a result, the Occupational Health and Safety Act 1983 was introduced in New South Wales. Other states in Australia have similar legislation.

The Act puts the responsibility for health and safety on all employers and workers in all workplaces across the state. It means that employers and employees have rights and responsibilities towards each other in making sure workplaces are safe and healthy.

The NSW OHS Act 1983 has 4 main objectives:

- ensuring the health, safety and welfare of employees;
- ensuring the health, safety of others at workplaces;
- promoting improvements to the workplace environment to protect people’s physical and mental health;
• providing a framework which utilises codes of practice and/or joint consultation to improve workplace health and safety.

Main features of the OHS Act

The NSW OHS Act 1983:
• imposes on employers (including self-employed people) an ‘absolute duty of care’ for the health, safety and welfare of all employees and visitors to the workplace
• establishes that employees must cooperate with their employer and not risk their own safety or any other person’s health, safety and welfare
• describes the responsibilities of designers, manufacturers and suppliers of plant and substances to ensure that their products are safe and without risk to health when properly used
• provides for joint consultation through the establishment of OHS committees in workplaces
• requires notification of accidents and other matters
• provides for the appointment and powers of inspectors
• provides for penalties (ie fines) and prosecution under the legislation (ie jail)

Rights and responsibilities

Knowing employee and employer rights and responsibilities

An employer is legally required to ensure the health, safety and welfare at work of all employees and visitors. This comes under the ‘absolute duty of care’ discussed previously. This means that an employer shall provide and maintain:
• a safe and healthy workplace (ie environment) which includes adequate facilities (eg rest rooms, meal rooms)
• safe entry to and exit from the workplace (ie access, egress)
• safe equipment and machinery (ie plant)
• safe systems of work (ie practices and procedures); this includes arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage or transport of plant substances
• information, instruction, training and supervision of employees to ensure their health and safety
• adequate information in connection with the use of any plant or substance

An employee is legally required to:
• take reasonable care for the health and safety of him or herself and others in the workplace, eg no horseplay, practical jokes
• cooperate with the employer in matters of safety, eg wear personal protective equipment
• not misuse or interfere with anything provided in the interests of health and safety, eg fire equipment, safety guards
• not to hinder aid to an injured worker eg. You must not refuse to provide first aid or get aid for an injured worker.

Running, jumping, wrestling and throwing things about is good fun in the park but is always dangerous in the workplace. Falling on concrete floors or amongst steel benches or moving machinery often results in serious injury. Horseplay and practical jokes have no place at work and can lead to heavy fines under the OHS Act. At work you must always consider the safety of others as well as your own.

Establishing a Workplace Committee (which will be discussed shortly) is an excellent method of assisting in OH&S matters at work.

**Breaches of the OHS Act**

The OHS legislation is to be taken seriously. In fact, individuals can be fined or be criminally prosecuted for breaches of the legislation. This means an employer can go to jail if prosecuted for a second offence. It is more common, however, for severe penalties to be given for breaches of the Act. Penalties are like fines and can be applied to businesses, employers and individual workers. Therefore, you could be individually fined for breaches of employee responsibilities under the OHS legislation.

Penalties are quoted in penalty units which have a dollar value. Currently, one penalty unit equals $110.00. The maximum fine an employee can receive for breach of employee responsibilities is 30 penalty units or $3300.00.

**Summary of the OHS Act**

What is the purpose of the Occupational Health and Safety Act?
Who is responsible for administering the OH&S legislation in NSW?
What are the OH&S responsibilities of the employer?
What are the OH&S responsibilities of the employee?
Can employers be fined under the OH&S Act?
Can employees be fined under the OH&S Act?
What is the purpose of Safety Committees?
What are the requirements for forming a Safety Committee in a workplace?
Literacy 2 – Simple Drafts

SCENARIO - PATHOLOGY PRACTICE

You are a clerical assistant in a pathology practice, Johnston and Associates, 87A Curlicew Avenue, CARDIFF, 2285. Recently, your employers have expressed concern about the lack of occupational health and safety knowledge of staff members. They have asked you to write to a relevant occupational authority requesting information.

ACTIVITY - WRITING A LETTER

Write a letter to WorkCover in Newcastle (you will need to look up the address) giving details of your workplace and asking for information about the Commonwealth and State legislation that relates to occupational health and safety.

You should also enquire whether or not it is possible for a representative from that organisation to address a meeting of Johnston and Associate’s employees. Suggest a suitable time. Invent all necessary details.

Write a draft copy first. The letter should contain at least three paragraphs and should be written in open punctuation, fully-blocked style. Hand in both the draft and final, revised copy.
Numeracy 1

Explain the methods of automotive power transmission and identify typical applications of each.

THE TASK:

You are required to determine the speed and torque change through a given gear set and belt/ chain drive.

Round off all calculations to 1 decimal place.

On completion of this exercise fill in the sections below with details of all references and equipment used in performing this task.

REFERENCES:

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

EQUIPMENT:

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

GEAR RATIO

Formula

\[
\text{Gear Ratio} = \frac{\text{No of teeth on driven gear}}{\text{No of teeth on driver gear}}
\]

\[
\text{GR} = \frac{D_n}{D_r}
\]

NOTE - Driven = output gear or shaft.

Driver = Input gear or shaft.
Calculate the gear ratio of the following gear sets. (Show all working)

**COMPOUND GEAR TRAINS**

**Formula**

\[
\text{Gear Ratio} = \frac{\text{Product of teeth on driven}}{\text{Product of teeth on driver}}
\]

\[
GR = \frac{Dn_1}{Dr_1} \times \frac{Dn_2}{Dr_2} \times \frac{Dn_3}{Dr_3}
\]

Calculate the gear ratio of the following compound gear sets. (Show all working)
Numeracy 2

Explain mechanical principles and identify their automotive applications.

THE TASK:

You are required to determine the ratio and mechanical advantage of various lever arrangements.

Round off all calculations to 1 decimal place.

On completion of this exercise fill in the sections below with details of all references and equipment used in performing this task.

REFERENCES:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

EQUIPMENT:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Calculate the effort required to move the load in the following diagram.

Calculate the effort required at the following clutch release lever to operate the clutch.
What order of lever is the clutch release fork shown above?

Referring to the nominated engine or cylinder head, sketch the rocker arm (1\textsuperscript{st} order type) and include the approximate dimensions for the load arm and effort arm.

If the valve spring represents a load of 85 Newtons, calculate the effort required by the camshaft to open the valve.

If the camshaft moves the rocker arm 8mm, calculate how far the valve would open.
# Statement of Account

**Prestige Office Supplies**  
**PO Box 328**  
**Ultimo NSW 2007**  
**Phone 02 9287 3356**  
**Fax 02 9287 3666**  
**ABN 44 358 625 481**

The Stationery Shop  
Elizabeth Street  
Sydney NSW 2000  

Month of August 2000

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E & OE Terms 2.5% 30 days