



# Training Product Submission

This form facilitates [Step 5.1 Submission of draft training products to the Assurance Body](#) of the Training Package Organising Framework (TPOF) Process Requirements.

Completing this form and submitting the required information, including the attachments, provides the Training Package Assurance (TPA) team with the necessary information to assess your Training Product Submission (the submission) against the TPOF. This is an opportunity to describe how the processes you have applied to develop your products and the products themselves comply with the requirements of the TPOF.

**Refer to the Training Package Assurance (TPA) Submission Compliance Guide** for detailed information about the evidence required for your submission.

## Components of the submission include:

- this form
- completed attachments including the Companion Volume Implementation Guide.

## About this form

There are three sections to this submission form:

Section 1: Submission Details

Section 2: Submission Evidence

Section 3: CEO Declaration

Unless otherwise indicated, you must provide a response to each part of each question.



This symbol has been used to indicate where attachments and/or additional information must be uploaded with the submission.

## Submission to the Assurance Body

To submit your project for assurance please:

1. Upload this completed submission form and supporting evidence into the relevant project folder in the TPA GovTEAMS Community.
2. Ensure all training package products are entered into Training Product Central (TPC) with the product drafting status set to 'Ready for Submission' and the project status set to 'Assurance Body Consideration'.
3. Publish the submission on your website. This includes:
  - Training Product Submission Form
  - Attachment A – Training Products submitted for assurance
  - Anti-discrimination Assessment
  - Consultation Log
  - Consultation Strategy
  - Technical Committee Details (including Terms of Reference)
  - Training Package Products
  - Companion Volume Implementation Guide (CVIG)
4. Email the TPA team at [TrainingPackageAssurance@dewr.gov.au](mailto:TrainingPackageAssurance@dewr.gov.au) with the Project ID and Title to advise the submission is ready for assurance.

Incomplete submissions, including where there is insufficient or missing detail in the submission form and/or attachments, will be returned to you and the assurance process will be paused until the required information is received.

One form of evidence may satisfy multiple questions. A checklist is provided at the end of this document to assist you to ensure your submission is complete. You can use the column titled 'Evidence Reference' in the checklist to identify the document title of the specific evidence in your submission, alternatively, you may prefer to produce your own cover sheet to accompany the submission.

## Assistance completing this form

Please refer to the TPA Submission Compliance Guide TPOF 1 July 2025 for information about how the TPA team will review the submission, noting that the examples of evidence provided are only a guide and not intended to be an exhaustive list.

If you need help completing this form, please contact [TrainingPackageAssurance@dewr.gov.au](mailto:TrainingPackageAssurance@dewr.gov.au).

Refer to the department's website and the TPA Community in GovTEAMS for further information about the Training Package Assurance process.

## Section One: Submission Details

### 1. Jobs and Skills Council Details

**Jobs and Skills Council Name:**

Mining and Automotive Skills Alliance

**Contact person:**

(the person the Training Package Assurance team will liaise with during the assessment process; you can identify more than one person here if required)

|           |                           |           |                                       |
|-----------|---------------------------|-----------|---------------------------------------|
| Name(s):  | Annie Barry               | Position: | Manager, Training Product Development |
| Phone:    | Click here to enter text. | Mobile:   |                                       |
| Email(s): | projects@ausmasa.org.au   |           |                                       |

### 2. Project Details

|                       |                                                 |
|-----------------------|-------------------------------------------------|
| <b>Project ID:</b>    | MAS_ANN_2526_001                                |
| <b>Project Title:</b> | Handling automotive flammable refrigerant gases |

Provide a brief description of the project.

AUSMASA has reviewed and updated AUR training products supporting the safe handling of automotive refrigerants. The activity responds to an October 2024 letter from the Department of Climate Change, Energy, the Environment and Water, and to Australia's obligations under the Montreal Protocol and its Kigali Amendment.

The phase-down of hydrofluorocarbon refrigerants is moving the automotive sector away from R-134a (safety class A1) towards lower-global-warming-potential alternatives that are flammable, including R-1234yf (class A2L) and hydrocarbons such as R-600 (class A3). Refrigerant handling remains regulated under the *Ozone Protection and Synthetic Greenhouse Gas Management Act 1989* and administered through the ARCTick licensing scheme.

AUSMASA consulted the Australian Refrigeration Council (ARC), Vehicle Air-conditioning Specialists of Australasia (VASA), the Department of Climate Change, Energy, the Environment and Water (DCCEEW), the Australian Manufacturing Workers Union, Victorian Automotive Chamber of Commerce, Registered Training Organisations delivering the training products, and the automotive refrigerant industry. This consultation informed the review and update of six units of competency, one qualification with a major change, the revised units of competency in this project were also updated in nine qualifications and these have been

listed as minor changes, as well as four skill sets. All training products have been determined equivalent to the products they supersede.

Central to the project's focus was ensuring that the relevant units of competency reflect the range of skills and knowledge required for handling the new, more highly flammable refrigerant gases, and that the qualification is fit for purpose and meets current and future industry requirements.

The training products are supported by an updated Companion Volume Implementation Guide (CVIG) and a dedicated addendum detailing the changes made to each unit of competency.

### 3. Scope of the submission

Provide the total number of Qualifications, Units of Competency, and Skills Sets included in the proposed release of the Training Package. This may include any minor changes that will be made in the proposed release.

While the assurance assessment focuses on products that require endorsement by Skills Ministers (i.e. major changes), understanding the context for the entire release may be helpful to the Assurance Body.

Refer to the Categories of Change tables in the TPOF for the definition of major and minor changes.

|                        | Major | Minor | Total |
|------------------------|-------|-------|-------|
| Qualification(s):      | 1     | 9     | 10    |
| Unit(s) of competency: | 6     | 0     | 6     |
| Skill Set(s):          |       |       | 4     |

If applicable, provide an overview of minor change updates that will be included in this release.

Details of minor changes are as follow:

- 9 qualifications that have had one or more of the units update in the general electives
- 4 Skill sets that have been updated

Minor updates to qualifications which list the superseded units of competency as general elective include:

- AUR20420 Certificate II in Automotive Electrical Technology
- AUR20920 Certificate II in Automotive Body Repair Technology
- AUR30320 Certificate III in Automotive Electrical Technology
- AUR30420 Certificate III in Agricultural Mechanical Technology
- AUR30620 Certificate III in Light Vehicle Mechanical Technology
- AUR31120 Certificate III in Heavy Commercial Vehicle Mechanical Technology
- AUR31220 Certificate III in Mobile Plant Technology
- AUR40626 Certificate IV in Automotive Electrical Technology
- AUR40820 Certificate IV in Automotive Mechanical Overhauling

Four skill sets received a minor update to superseded units of competency, a licensing statement was added to clarify refrigerant handling requirements for students and update pathways information resulting from industry feedback. These skill sets are:

- AURSS00041 Vehicle Air Conditioning Install and Overhaul Skill Set
- AURSS00042 Vehicle Air Conditioning Installation Skill Set
- AURSS00044 Vehicle Air Conditioning Service, Retrofit and Repair Skill Set
- AURSS00045 Vehicle Refrigerant Recovery Skill Set



Complete and upload *Attachment A – Products submitted for assurance*

#### 4. The Annual Training Product Development Plan

Provide a link to the published plan on your website.

|                  |                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Link/URL:</b> | <b><a href="https://ausmasa.org.au/projects/annual-training-product-development-plan/">https://ausmasa.org.au/projects/annual-training-product-development-plan/</a></b> |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

If the activity is not listed in the plan, provide an overview of the unforeseen or urgent need addressed by the activity.

Click here to enter text.

**4.1** Where the submission contains major changes to a qualification/s, has the Purpose of any of the products changed from what is recorded in the Annual Training Product Development Plan (ATPDP)? Answer 'Yes' where the Purpose of the products is not included in the ATPDP.

☐

Yes

☒

No (go to Q5)

If yes, provide details of the changes OR where the purpose of the qualification/s contained in the project is not included in the ATPDP, please provide details below.

Click here to enter text.

## Section 2 – Submission Evidence

### Technical Committee

#### 5. Technical Committee Composition



Upload details of the membership of the technical committee and their expertise as per Step 1.2 of the TPOF Process Requirements including the Terms of Reference for the committee

Has the composition of the technical committee changed from that published at the pre-submission stage?

☐ Yes ☒ No (go to Q6)

If yes, provide a reason for the change describing any impact of the change on the development activity.

The composition of the Technical Committee remained unchanged from that published at the pre-submission stage. On several occasions, proxies represented their counterparts; this did not impact development, as representation across the Committee continued to ensure breadth across organisations. Taha Taouti (General Manager, Technical and Training, Australian Refrigeration Council) proxied for Noel Munkin throughout the project. Luke Bicket (Senior Project Officer, Department of Climate Change, Energy, the Environment and Water) proxied for Natalie Churn at three meetings. William Henderson (National Skills and Training Officer, AMWU) proxied for Scott Stanford in two meetings.

#### 6. Technical Committee Statement

Provide a statement that the technical committee has reviewed the final draft training package products. Include information about the process for the technical committee review (for example, whether the review was completed during a meeting or out of session).

The technical committee has reviewed the final draft training products. These were developed and refined through seven Technical Committee meetings held between November 2025 and June 2026, in accordance with the TPOF development process.

- Technical Committee Meeting 1 confirmed the project scope and established initial industry survey and ARC feedback as key inputs to the review.
- Meetings 2 and 3 progressed the detailed unit review, agreeing to embed flammable-refrigerant safety requirements within existing units and confirming retention of all six units with strengthened classification and identification content.
- At Technical Committee Meeting 4, the Committee reviewed first-draft units and the qualification, confirmed the qualification's release scope, resolved terminology and

assessment-condition matters, and support Draft 1 for public and government consultation.

- Following consultation, Technical Committee Meetings 5-6 addressed stakeholder feedback, aligned refrigerant classifications to AS/NZS ISO 817:2016, and resolved outstanding unit-specific content queries.
- At Technical Committee Meeting 7, the Committee resolved the final outstanding item- the skill-set pathway for AURSS00041 and AURSS00042 and supported the final drafts for submission.

Evidence provided in Attachment 18a Full TC minutes and Attachment 18b TC final meeting & union support

## Consultation Activity

### 7. Stakeholder Consultation Strategy



[Upload a copy of the stakeholder consultation strategy](#)

Did the consultation undertaken deviate from the stakeholder consultation strategy (including changes to identified stakeholders, and any delays or changes to consultation timeframes)?

Refer to pg 24-26 of TPA Submission Compliance Guide.



Yes



No (go to Q8)

If yes, provide a summary of what changed and why.

The consultation undertaken did not deviate materially from the stakeholder consultation strategy. Two minor updates were made. First, the consultation strategy was updated to include links to the training products' current release on the National Register (training.gov.au). Second, the stakeholder list was updated to accurately reflect those who engaged with the project and provided feedback; some stakeholders initially identified were informed of the project but did not go on to provide feedback. Neither change reduced the consultation opportunity available to stakeholders, and no changes were made to consultation timeframes.

### 8. Consultation Timeframes

Provide an overview of when the consultation activities were undertaken.

You can enter more than one set of dates for each consultation phase as required.

| Consultation Phase                 | Dates                   |
|------------------------------------|-------------------------|
| Public and government consultation | 09/04/2026 – 10/05/2026 |

| Consultation Phase                                              | Dates                   |
|-----------------------------------------------------------------|-------------------------|
| Incorporating feedback<br>(additional consultation if required) | 11/05/2026 – 30/06/2026 |
| Senior Officials Check                                          | 09/07/2026 – 06/08/2026 |

## 9. Vulnerable and Minority Cohorts

Describe how consultation activities have been responsive to the needs of vulnerable or minority cohorts, including women, people with disability, culturally and linguistically diverse communities, and First Nations people.

Information should include how vulnerable or minority stakeholders were identified and how consultation activities were tailored to respond to the needs of those stakeholders.

Refer to pg 26 of the TPA Submission Compliance Guide.

The occupation is male-dominated and geographically dispersed, and a substantial share of the workforce holds an ARCTick licence gained through short-course or on-the-job pathways rather than a full qualification. The cohorts most relevant to these products are therefore workers in regional and remote locations, workers with lower foundation skills or English as an additional language, learners with disability, and women, who are under-represented in the trade. These cohorts were identified from AUSMASA workforce planning data and confirmed with the technical committee.

The stakeholder list and engagement activities spanned every state and territory as outlined the consultation, rather than being concentrated in metropolitan centres, to ensure technicians in regional and remote areas had the opportunity to contribute. Multiple consultation methods were used in combination:

- an online survey open to any respondent and distributed nationally
- a written feedback portal on the project page, open for the life of the project
- one-on-one interviews offered online and scheduled around workshop and teaching hours
- a webinar held online and recorded, so it could be viewed later
- direct email invitations to every RTO with the products on scope, including regional providers such as TAFE Queensland Cairns, SuniTAFE, Wodonga TAFE and North Metropolitan TAFE
- union representation on the technical committee (AMWU) to carry the employee voice.

Organisations representing women in the trades (Tradeswomen Australia) and First Nations vocational training (Batchelor Institute of Indigenous Tertiary Education) were included in the stakeholder list and notified of the consultation, alongside the primary industry, RTO and regulatory stakeholders.

Consultation materials and draft products were written in plain English, and the drafts were reviewed for language that could create unnecessary barriers. Assessment conditions permit assessment in the workplace or in a simulated environment that reflects real workplace performance, which supports reasonable adjustment and supports learners in locations without access to a suitable workplace.

The qualification has no entry requirements, no unit in the suite carries a pre-requisite, and the skill sets' pathways information was discussed to make sure no barriers exist for technicians.

Further details are provided in the anti-discrimination assessment included as part of this submission.

## 10. Consultation Log



Upload the consultation log including the high-level summary  
(an example consultation log is provided in GovTEAMS)

Include information about all consultation activities undertaken, how feedback has been logged, and how feedback has been addressed. For example, if a workshop was conducted and no individual feedback was gathered, describe how the results of the workshop were considered in the project.

Provide as much detail as possible to support the Assurance Assessor's understanding of the consultation process including the treatment of feedback. This detail may be provided in the high-level summary or below.

Refer to pg 27-32 of the TPA Submission Compliance Guide.

The consultation log is maintained as a single workbook with tabs for the project overview, a high-level summary, detailed feedback, engagement activities, technical committee membership and attendance, the stakeholder list, and the dispute section.

Every item of feedback is recorded as a separate row against the product it relates to, with the date received, project stage, stakeholder and stakeholder type, position, jurisdiction, method of communication, the feedback itself, AUSMASA's response and a status. Feedback was received from public and private RTOs, employers, industry associations and peak bodies, subject matter experts, the licensing and regulatory body, government and another Jobs and Skills Council.

Feedback was treated as follows. Survey responses and one-on-one interview points were consolidated, mapped against the relevant unit as marked-up comments, and presented to the technical committee for decision. Feedback received during public and government consultation was consolidated by product and presented to the technical committee. Where feedback was not adopted, the reason is recorded against the item in the log.

Group activities are recorded in the engagement activities tab rather than as individual feedback records. The webinar held on 28 April 2026 generated discussion rather than attributable individual feedback; the points raised - principally the cost of holding multiple

refrigerants for practical training, and the suggestion that automotive manufacturing could provide an affordable pathway for installation skills - were consolidated, taken to the technical committee, and the outcomes recorded in the high-level summary.

## 11. Senior Officials Check



Upload evidence that the Senior Responsible Officer (SRO) check was undertaken

Engagement with SROs must be recorded in the Consultation Log.

Use this space to record any additional information about the SRO check to support the Assurance Assessor's understanding of the submission.

The Commonwealth, state and territory Senior Responsible Officers (SROs) were notified on 9 July 2026 and invited to review the final draft training products and consultation log. This provided more than the minimum two-week review period required under the Process Requirements. Responses were received from the Commonwealth and all states and territories by 3 August 2026, with all jurisdictions confirming support for the training products. Details of the Senior Officials Check, including correspondence with each SRO, have been included in the consultation log at Stage 4 of the Detailed Feedback tab and Attachment 11 SRO Check.

## 12. Support from Regulatory and Licensing Bodies

Do any of the products in the submission include occupational licensing, certification or regulation requirements related to **the person** undertaking the work described in the product?

☒ Yes ☐ No (go to Q12.1)

If yes, ensure the requirement is described in the 'Legislative/Licensing/Regulatory' field in TPC and include information about implementation in the Companion Volume Implementation Guide.



Identify products that contain regulatory, licensing or legislative implications in *Attachment A – Products submitted for assurance*



Upload evidence of support from all relevant national/state and territory regulatory and/or licensing bodies

### 12.1 Other regulatory/legislative information

Is there regulatory/legislative information in the products relevant to the workplace/enterprise?

☐ Yes ☒ No (go to Q13)

If yes, **do not** include the requirement in the 'Legislative/Licensing/Regulatory' field in TPC. You may include this information in the 'Description' of the qualification or 'Application' of the unit of competency. You must include information about implementation implications in the Companion Volume Implementation Guide.

## 13. Engagement with other Jobs and Skills Councils

Are any of the products in this submission imported into training package products managed by other Jobs and Skills Councils?

☐ Yes ☒ No (go to Q14)

If yes, list the Jobs and Skills Council(s) impacted and describe how you have consulted with them. Briefly describe the impact on relevant qualifications.

Refer to pg 29 and 31 of the TPA Submission Compliance Guide.

Click here to enter text.



Upload evidence of engagement with all listed Jobs and Skills Councils

**Note:** where any products in this submission impact other training packages managed by your JSC, describe the impact on those other products at *Q15 Implementation Issues*.

## 14. Rationale for mandatory workplace requirements

Are any Mandatory Workplace Requirements (MWRs) included in the submitted products?

☐ Yes ☒ No (go to Q15)



### Identify products that contain MWRs in *Attachment A – Products submitted for assurance*

If yes, describe the process undertaken to determine the inclusion of MWR. Consider the process set out in the good practice guide on MWR: On the Mark: 5 Good Practice Principles when completing this section.

Click here to enter text.

#### 14.1 Support for mandatory workplace requirements



### Upload evidence of support for proposed requirements (including from small to medium sized enterprises), and employer willingness to support learner work placements

Use this space to record any additional information about how employer support for learner work placements was gained.

Note: support is required to be demonstrated for all training package products containing MWRs in the scope of the submission, regardless of whether they have been changed as a result of the development project. Confirmation of ongoing support for MWR including employer support for work placement needs to be gathered through the consultation process.

Refer to pg 29-32 of the TPA Submission Compliance Guide.

Click here to enter text.

## 15. Implementation Issues

Use this space to record information about implementation issues raised throughout the development process. Please include:

- What intelligence was gathered from stakeholders about implementation of the training package products
- How any implementation issues raised through the consultation process were addressed
- Whether any other training package products within your responsibility are affected by the project.

Refer to pg 30-31 of the TPA Submission Compliance Guide.

Implementation intelligence was gathered through the initial industry survey, one-on-one consultations, the public consultation webinar and the technical committee.

Equipment and consumables cost. RTOs raised the cost of equipping for a second refrigerant class. TAFE Queensland put the cost of R-1234yf practical training equipment at approximately \$6,000 at a time when the share of R-1234yf vehicles in the fleet remains low, and the webinar raised the same issue in relation to holding multiple gases. In response, performance evidence and equipment requirements were written around refrigerant safety class, with leak-testing and recovery requirements to be obtained and used as per the job requirement and manufacturer's procedure. The Australian Refrigeration Council confirmed that A2L refrigerant is supplied to TAFEs at no cost.

Jurisdictional variation. Queensland restricts the use of hydrocarbon refrigerants in vehicle air conditioning systems while other jurisdictions do not. Stakeholders raised this as both a delivery constraint and a cross-border safety risk. Class A3 refrigerants are addressed at an awareness level rather than being required in assessment, and each unit directs users to check requirements with the relevant regulatory authority. The variation itself is a regulatory matter outside the scope of the training products and has been referred to the Australian Refrigeration Council.

Trainee licensing. An ARCTick trainee licence is required to undertake training in these units. This is stated in the Licensing/Regulatory Information of each unit and explained in the Companion Volume Implementation Guide.

Other AUR training products affected. Nine qualifications and four skill sets require minor updates to replace superseded unit codes. These are listed at Question 3 and detailed in the Companion Volume Implementation Guide.



Include detail about implementation in the *Consultation Log* including information about the stakeholders involved

## 16. Disputes

Note: This section refers to disputes as described in the Model Dispute Resolution Policy outlined in the TPOF Process Requirements.

Were any disputes recorded during the development activity?



Yes



No (go to Q18)

If yes, describe the dispute/s and how you applied your internal dispute resolution process to resolve the matter.

One item was contested during the development activity and resolved through the project's dispute-resolution process.

The challenge concerned the pathway information for AURSS00041 Vehicle Air Conditioning Install and Overhaul Skill Set and AURSS00042 Vehicle Air Conditioning Installation Skill Set. A stakeholder submitted that the pathway information should be expanded to list AUM30226 Certificate III in Automotive Manufacturing Technical Operations – Bus, Truck and Trailer and AUR30520 Certificate III in Marine Mechanical Technology, so that manufacturing and marine technicians were identified as pathways into the skill sets.

The Technical Committee's initial position was that the skill sets were not suited to manufacturing and marine contexts. This was informed by consultation with the Australian Refrigeration Council, which confirmed that marine refrigerant work is covered by a separate marine-specific handling licence (MTL06), and by the scope of the installation units, which apply to vehicles or machinery not previously fitted with an air conditioning system rather than to point-of-manufacture assembly.

The stakeholder was not satisfied with this response. To ensure the feedback was fully explored rather than closed on the existing evidence, AUSMASA undertook targeted additional consultation with the marine and manufacturing sectors. This included the Boating Industry Association, the Australian Manufacturing Workers' Union, and a range of bus and truck manufacturers and body builders. Each was asked whether the skill sets were relevant to their technicians, what qualifications those technicians held, where they obtained their air conditioning and refrigerant handling skills, and whether any barriers existed to accessing the skill sets.

The additional consultation identified no evidence from the manufacturing or marine sectors of a need to expand the pathway information, and no barriers to those technicians accessing the existing qualification pathway (AUR20226 Certificate II in Automotive Air Conditioning Technology) were reported. On that basis, AUSMASA and the Technical Committee confirmed the original pathway information. The stakeholder was advised of the outcome, and the full exchange and consultation responses are recorded in the consultation log.



Include detail about the dispute/s in the *Consultation Log* including information about the stakeholders involved (See example Attachment B Consultation Log - Dispute Resolution tab)

## 17. Alternative Dispute Resolution (ADR)

Was an Alternative Dispute Resolution (ADR) practitioner engaged?

☐

Yes

☒

No (go to Q18)

If yes, provide a summary of any disputes that were escalated to ADR. Include the recommendations produced, the final position of the Jobs and Skills Council, and a justification where the ADR practitioner's recommendations were not adopted.

Click here to enter text.



Upload a copy of the ADR practitioner's advice

## 18. Evidence of broad consensus

Has broad consensus been reached on all products?



Yes (go to 18.1)



No (go to 18.2)



Upload evidence of support (e.g. letters of support)

**18.1** Provide a summary of how broad consensus has been determined.

Refer to pg 35-36 of the TPA Submission Compliance Guide.

Broad consensus for the training products was established through consistent, unopposed support from every stakeholder type engaged across the Technical Committee, public and government consultation, and the Senior Officials Check.

Broad consensus is evidenced by the consultation log, which documents stakeholder engagement and feedback across all stages of consultation and demonstrates that feedback was directed at strengthening the training products rather than at the need for, or intent of, the changes (see Attachment 10 Consultation Log).

### Technical Committee:

- The Technical Committee has diverse representation from public and private RTOs, employers, industry associations, the union, the Commonwealth, and the licensing and regulatory body. Every change was taken to the Committee.
- The Committee reviewed the first drafts for public and government consultation on 19 March 2026, support the treatment of consultation feedback on 19 May 2026 and 3 June 2026, and provided final support of the training products on 30 July 2026.
- Technical Committee meeting minutes provide a further record of how each item of feedback was tested and reviewed by the Committee representing the full breadth of affected stakeholders- public and private RTOs, employers, industry associations, the union, the Government, and the regulator, confirming that consensus was reached collectively rather than determined by AUSMASA alone (see Attachment 6a TC Minutes).

**Public and government consultation:**

- Public and government consultation on the first draft training products was conducted widely to test and confirm this support.
- Notification was distributed through multiple channels, including an eDM sent to over 1,200 subscribers (9 April 2026), a LinkedIn post promoting the consultation (13 April 2026), direct emails to RTOs with the affected products on scope (14 April 2026), and a feature in the AUSMASA Journey newsletter (15 April 2026).
- This broad, multi-channel distribution ensured the draft units, the AUR20226 qualification and the two skill sets reached the full breadth of public and private RTOs, industry bodies and individual practitioners on the stakeholder list, not only those already engaged through the Technical Committee.

**One-on-one consultations:**

- One-on-one consultations followed with a cross-section of stakeholder types, including Kangan Institute, IAME, a QLD-based Automotive AC Trainer, and MTA WA, each of whom support the direction of the draft while contributing practical refinements that were subsequently considered by the Technical Committee.

**Webinars:**

- A webinar was held on 28 April 2026 to present the first draft training products in an open forum, with 22 attendees drawn from public and private RTOs, SROs, employers and industry bodies.
- The webinar generated feedback from two participants, focused on skill-set pathway information and the cost implications for RTOs of specific refrigerant requirements in the performance evidence and assessment conditions.
- No feedback opposed the direction or intent of the draft products; the discussion centred on implementation detail, consistent with the tone of consultation feedback overall. This feedback was consolidated and carried into the Technical Committee's review of public and government consultation outcomes at Meeting 5 (19 May 2026).

**Senior Responsible Officer Review:**

- The Senior Responsible Officer (SRO) check provides jurisdictional confirmation of consensus. All Commonwealth, state and territory SROs were notified on 9 July 2026, and support was received from every jurisdiction by 3 August 2026, confirming that the final draft training products and consultation outcomes were acceptable to all governments with an interest in the qualification (see Attachment 11 Senior Officials Check).

**Regulator and Government:**

- Letters of support from the regulator and from the Department of Climate Change, Energy, the Environment and Water provide direct written confirmation of stakeholder agreement, supplementing the consultation log with support from bodies whose support is critical given the regulated nature of the occupation (see Attachment 12a ARC Letter of Support & Attachment 12b National EPA Letter of Support).

- Terminology and classification questions were resolved directly with the regulator. The Australian Refrigeration Council confirmed "ARCtick" as the correct reference terminology and confirmed the refrigerant safety class examples used in the units (A1 – R134a, A2L – R1234yf, A3 – R600).

Across consultation, no stakeholder group opposed the direction of the review. The High-level Summary of the consultation log records support at every engagement point, from the initial industry survey (13 November 2025) through to the final Technical Committee update (30 July 2026), across all six recorded stakeholder types: RTOs (public and private), industry, industry associations and peak bodies, subject matter experts, government, and the regulator (ARCtick). Feedback consistently sought to strengthen content, rather than opposition to intent.

#### **JSC consultation**

- AUSMASA shared the scope of the HAFRG project and the six units under review with Powering Skills (PSO) who have UEE training products that also address handling refrigerant gases. The aim was to check whether any overlap or scope conflict existed with PSO's existing and under-review refrigeration and air conditioning units.
- PSO confirmed there was no overlap; the automotive units sit within AUSMASA's remit, while PSO's units address the domestic and commercial refrigeration and air conditioning space. The consultation also confirmed both organisations are taking the same class-based approach to refrigerant references (Class A1, A2L, A3 rather than naming specific gases), so the two suites remain aligned in terminology without duplicating or conflicting in coverage.

**18.2** Where broad consensus is not reached, provide a justification for why the product has been submitted for endorsement, including how you attempted to gain consensus.

Click here to enter text.

## Compliance with Requirements

### 19. Anti-Discrimination Assessment

Provide an assessment that demonstrates that the products meet anti-discrimination legislation, and associated standards and regulations, including the Disability Standards for Education 2005.

Refer to pg 38–40 of the TPA Submission Compliance Guide.



[Upload a copy of the Anti-Discrimination Assessment](#)

### 20. Pathways

Describe the process undertaken to ensure the training package products have pathways that facilitate movement between education sectors and employment.

Refer to pg 41–42 of the TPA Submission Compliance Guide.

**Note:** Pathways advice must be included in the Companion Volume Implementation Guide.

Pathways were considered at three points: entry to the products, movement between the products, and movement from the products into employment and further training.

#### **Entry Requirements:**

AUR20226 has no entry requirements and no unit in the suite carries a pre-requisite. A prerequisite relationship between AURETU203 and AURETU204 was proposed by several stakeholders and tested by the technical committee. It was not adopted, on the basis that a prerequisite creates an access barrier that is not justified by the content - recovery activity sits within AURETU204 only, and the units are independently enrollable. Recommended delivery sequencing advice is given in the Companion Volume Implementation Guide Supporting Information document instead.

Pathways were considered at three points: entry to the products, movement between the products, and movement from the products into employment and further training.

AUR20226 has no entry requirements and no unit in the suite carries a pre-requisite. A prerequisite relationship between AURETU203 and AURETU204 was proposed by several stakeholders and tested by the technical committee. It was not adopted, on the basis that a prerequisite creates an access barrier that is not justified by the content - recovery activity sits within AURETU204 only, and the units are independently enrollable. Recommended delivery sequencing advice is given in the Companion Volume Implementation Guide Supporting Information document instead.

#### **Between products:**

The four related skill sets provide entry points for workers who need a defined licensing outcome rather than the full qualification. Pathways information in the skill sets was expanded during the project to add AUR31420 Certificate III in Automotive Diesel Fuel Technology, AUR31520 Certificate III in Automotive Diesel Engine Technology and AUR32120 Certificate III in Automotive Body Repair Technology, following feedback that the previous pathways did not reflect the range of trade backgrounds now performing this work.

**Into employment and further training:**

Completion of AUR20226 enables an individual to apply for an AAC02 Refrigerant handling licence - qualified persons, with the scope of the licence contingent on unit selection. Trainee licences apply to those handling refrigerants while training. Units in this suite are packaged as electives in nine other AUR qualifications, so credit transfers directly into the Certificate III trade qualifications for light vehicle, heavy commercial vehicle, mobile plant, agricultural, diesel, electrical, body repair and electric vehicle technology.

## 21. Rationalising and Streamlining

Describe the process undertaken to rationalise and streamline the training package products.

Include information about any units and/or qualifications to be deleted and the results of any analysis of cross sector units and/or other existing units.

Refer to pg 43-44 of the TPA Submission Compliance Guide.

No products were deleted through this project. The review considered whether each of the six units remains necessary, whether any should be merged, and whether existing products elsewhere in the VET system could meet the need.

Retention of individual units was consulted with industry. The continued relevance of AURETU107 (compressor overhaul) and AURETU205 (retrofit) was queried in the initial survey. Both were retained. The Institute of Automotive Mechanical Engineers identified a continuing classic and older vehicle market for compressor overhaul, and retrofit work is increasing as refrigerant availability changes. Both units sit as electives rather than core, and the scope of AURETU107 was narrowed to a bench-based task so that it remains feasible for providers to deliver.

A merger of AURETU103 and AURETU104 (now AURETU203 and AURETU204) was raised by MTA WA and considered by the technical committee. It was not adopted. A content similarity analysis was completed and confirmed that recovery activity sits only in AURETU204 and that servicing and diagnosis support different job roles and different licence scopes. The application of AURETU203 was tightened to state that it does not include recovering, recharging or adding refrigerant, which removed the overlap without removing a unit.

Existing products elsewhere were considered. Stationary and electrical refrigeration content managed by Powering Skills Organisation was reviewed and the scope boundary confirmed at a cross-JSC meeting in February 2026. An existing Victorian accredited A2L unit developed for the stationary refrigeration sector was identified as a possible basis for gap training for existing licence holders, rather than developing a new unit for that purpose.

Creating a separate flammable refrigerant unit was considered and rejected at technical committee meeting 2. Embedding A2L and A3 requirements in the existing units avoids adding a tenth product and ensures that every technician completing any of these units is trained to the current safety standard.

**21.1** Has the analysis identified any overlap with existing units?

☒ Yes (go to 21.1) ☐ No (go to Q22)

**21.2** Provide a justification for why existing products are not suitable.

Two areas of overlap were identified: between AURETU203 and AURETU204 within this suite, and between the automotive units and stationary refrigeration units managed by Powering Skills Organisation.

The AURETU203 and AURETU204 overlap was resolved by scoping rather than deletion, as described at Question 21. Both units are required. AURETU203 supports servicing work that does not involve refrigerant transfer, and AURETU204 supports diagnosis and repair including recovery. They attract different licence scope and are used by different job roles.

The stationary refrigeration units are not suitable substitutes. They are written for fixed plant and do not address vehicle-mounted systems, engine-driven and electric compressors, mobile plant and heavy vehicle applications, or the vehicle-specific regulatory framework. They also do not lead to an automotive refrigerant handling licence, which is a separate ARCTick licence class.

## 22. Request to change transition period

Is a change to the standard transition period (12 months) proposed for any products in this submission?

☐ Yes ☒ No (go to Q23)



Identify products where a change to the transition period is proposed in *Attachment A – Products submitted for assurance*

Provide a rationale for the proposed transition period. Include information about the consultation undertaken to identify the need for a changed transition period.

Click here to enter text.

## Training Product Content

### 23. Training Package Products

The Training Package Assurance team will review qualifications, units of competency and Skill Sets through Training Product Central.

Note: The drafting status of each training product must be set to 'Ready for Submission' and the project status must be set to 'Assurance Body Consideration'.



[Upload a copy of the Companion Volume Implementation Guide](#)

### 24. Pre-requisites

Does the submission include any units of competency that contain pre-requisites?

☐

Yes

☒

No (go to Q25)

If yes, describe the process undertaken to ensure the use of pre-requisites is minimised.

Click here to enter text.

Were there any issues raised about pre-requisites through the consultation process?

☒

Yes

☐

No (go to Q25)

If yes, provide a summary of the issue/s raised and how the issue/s have been resolved.

A prerequisite relationship between AURETU203 Service air conditioning and HVAC systems and AURETU204 Diagnose and repair air conditioning and HVAC components was raised repeatedly through consultation and had substantial support within the technical committee, on the basis that servicing knowledge should precede diagnosis and repair.

The proposal was tested and not adopted. A content similarity analysis confirmed that recovery activity sits within AURETU204 only, and that AURETU203 is not a necessary precondition for safe or effective performance of AURETU204. A prerequisite would restrict entry, including for experienced technicians seeking recognition of prior learning, without a corresponding safety or competency benefit.

The technical committee confirmed that no prerequisite relationship applies and that the units are independently enrollable. Recommended sequencing advice is provided in the Companion Volume Implementation Guide Supporting Information document instead. The issue and its resolution are recorded in the consultation log.

## 25. Foundation skills

How did you determine the required level of performance for each of the ACSF core skills areas?

Refer pg 51-52 of the TPA Submission Compliance Guide.

Foundation skills were determined by analysing the language, literacy, numeracy and digital demands embedded in the performance criteria, knowledge evidence and performance evidence of the core units, mapping those demands against the Australian Core Skills Framework indicators, and testing the result against the AQF Level 2 descriptors and comparable AUR Certificate II qualifications.

The analysis identified ACSF Level 2 for each core skill:

- Learning - technicians follow manufacturer procedures and workplace instructions and apply them to a specific vehicle system.
- Reading - technicians read manufacturer specifications, safety data sheets, service labels and the Australian automotive code of practice.
- Writing - technicians complete service records, recovery and charge records and defect reports using established workplace formats.
- Oral communication - technicians report faults and confirm scope of work with supervisors and customers.
- Numeracy - technicians measure and record refrigerant charge by weight, read pressures and temperatures, and interpret manufacturer tolerances.

Digital literacy is evidenced through the units rather than expressed as a separate ACSF core skill level. The digital demands are described in the qualification: use of electronic diagnostic, recovery and charging equipment, online manufacturer portals and digital workplace documentation.

The levels were confirmed by the technical committee at its meeting on 19 March 2026, which included public and private RTO representatives with current delivery experience in this qualification.

## 26. Stand-alone Units

Does the submission include any stand-alone units of competency?

Note: stand-alone units refer to units of competency that are not packaged into a qualification.

☐ Yes ☒ No (go to Q27)

If yes, provide justification for the use of a stand-alone unit. Explain why it cannot be immediately packaged into a qualification and the proposed plan for embedding it in a qualification in future updates to the training package.

Refer pg 52 of the TPA Submission Compliance Guide.

Click here to enter text.

## 26.1 Support for Stand-alone Unit/s



Upload evidence of industry need and support for each stand-alone unit

## Section 3 – CEO Declaration

### 27. Submission declaration

- ☒ This submission and proposed training package products were developed in accordance with all components of the Training Package Organising Framework (TPOF).
- ☒ I confirm the training package product/s align with their intended purpose and are structured to meet the needs of industry, employers and learners.
- ☒ I confirm all required attachments are included with this submission.
- ☒ I confirm the final draft products are accurately entered into Training Product Central and are ready for assurance assessment.

| Jobs and Skills Council Chief Executive Officer |                                                                                    |       |            |
|-------------------------------------------------|------------------------------------------------------------------------------------|-------|------------|
| Signature*:                                     |  | Date: | 31/08/2026 |
| Full Name:                                      | Dr Gavin Lind                                                                      |       |            |

\* Options for capturing the CEO signature include: copy and paste an electronic signature above; upload a separate signed document which includes the required declarations to GovTEAMS; send an email from the CEOs email address to [TrainingPackageAssurance@dewr.gov.au](mailto:TrainingPackageAssurance@dewr.gov.au) which includes the required declarations.

### 27. CEO summary statement

Include a summary from the CEO describing how they have ensured that the submission has been developed in accordance with the requirements set out in the TPOF.

I, Dr Gavin Lind, as Chief Executive Officer of AUSMASA, confirm that the submitted training package products comply with the Training Package Organising Framework (TPOF) requirements. This includes adherence to the Qualification Development Quality Principles, Product Requirements, and Process Requirements.

Key assurances include:

- Comprehensive stakeholder consultation, with feedback incorporated or justified
- Reviewed by the technical committee
- Compliance with anti-discrimination legislation and inclusivity standards
- Detailed mapping and implementation information provided in the Companion Volume Implementation Guide.

All supporting evidence has been uploaded to GovTEAMS for assessment. For further information,

please contact Annie Barry at [projects@ausmasa.org.au](mailto:projects@ausmasa.org.au)

## Submission Checklist

To avoid a delay in the processing of your submission, please ensure that your submission is complete. Submissions that are not accompanied by the required attachments will be returned for completion. Confirm the following documents have been uploaded where applicable.

| Q.    | Submission Requirement                                                                                         | Uploaded                            | N/A                                 |  Evidence Reference |
|-------|----------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------|
| Other | Publish submission to JSC website as per Step 5.1 of the TPOF. Refer to page 2 for minimum required documents. | <input checked="" type="checkbox"/> |                                     | Click here to enter the URL/link to the published submission.                                          |
| 3     | Attachment A – Products submitted for assurance                                                                | <input checked="" type="checkbox"/> |                                     | MAS_ANN_2526_001_ Attachment A                                                                         |
| 5     | Technical committee membership details                                                                         | <input checked="" type="checkbox"/> |                                     | Attachment 5 TC Composition<br>Attachment 5A_Terms of Reference                                        |
| 7     | A copy of the stakeholder consultation strategy                                                                | <input checked="" type="checkbox"/> |                                     | Attachment 7 Consultation Strategy                                                                     |
| 10    | The consultation log                                                                                           | <input checked="" type="checkbox"/> |                                     | Attachment 10 Consultation Log                                                                         |
| 11    | Evidence that the SRO check was undertaken                                                                     | <input checked="" type="checkbox"/> |                                     | Attachment 11 SRO check                                                                                |
| 12    | Evidence of support from all relevant national/state and territory regulatory and/or licensing bodies          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Attachment 12a ARC letter of support<br>Attachment 12b National EPA letter of support                  |
| 13    | Evidence of engagement with other relevant JSCs                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Click here to enter the evidence reference/s, e.g. the relevant document title.                        |
| 14.1  | Evidence of support for proposed MWRs including employer willingness to support placements                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Click here to enter the evidence reference/s, e.g. the relevant document title.                        |
| 17    | The Alternative Dispute Resolution practitioner's advice                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Click here to enter the evidence reference/s, e.g. the relevant document title.                        |

| Q.   | Submission Requirement                                                 | Uploaded                            | N/A                                 |  Evidence Reference                                                                                                                                  |
|------|------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18   | Evidence to support broad consensus                                    | <input checked="" type="checkbox"/> |                                     | Attachment 10 Consultation Log<br>Attachment 11 SRO check<br>Attachment 12a ARC letter of Support<br>Attachment 12b National EPA letter of support<br>Attachment 18a Full TC minutes<br>Attachment 18b TC final meeting & union support |
| 19   | The Anti-Discrimination Assessment                                     | <input checked="" type="checkbox"/> |                                     | Attachment 19 Anti-Discrimination Assessment                                                                                                                                                                                            |
| 23   | Training Package products submitted in Training Product Central        | <input checked="" type="checkbox"/> |                                     |                                                                                                                                                                                                                                         |
|      | The Companion Volume Implementation Guide                              | <input checked="" type="checkbox"/> |                                     | Attachment 23b AUR Release 10 Companion Volume<br>Attachment 23c AUR20226 CVIG Supporting_Information                                                                                                                                   |
| 26.1 | Evidence of identified industry need and support for stand-alone units | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Click here to enter the evidence reference/s, e.g. the relevant document title.                                                                                                                                                         |