

Driving Industry Conversations – Facilitating AUR30620 Certificate III in Light Vehicle Mechanical Technology

This document summarises key discussion points from automotive industry stakeholders in AUSMASA's Driving Industry Conversations online consultation on the AUR30620 Certificate III in Light Vehicle Mechanical Technology, held on 15 June 2026. This summary captures the consistent themes discussed in those sessions to inform training package reform and broader industry engagement.

The views, claims, and recommendations in this summary are drawn solely from what was discussed during the consultation sessions and do not necessarily reflect the official position of AUSMASA. They are presented to capture industry feedback and inform further discussion, not as AUSMASA policy or endorsement.

What is working well

- The AUR30620 is a well-established, trusted qualification. Its 36-unit structure (20 core, 16 elective) gives broad coverage and the flexibility to tailor training to local markets, dealerships, and individual workshops.
- Growing electrical and EV content reflects the modern fleet and is welcomed across the industry. The qualification works well as an industry taster, exposing learners to a wide range of systems before they specialise.
- Workplace-based, one-on-one delivery is consistently seen as the most effective model, allowing trainers to contextualise content to specific vehicles and employer processes. Clustering related units reduces repetition and reflects how work is done.
- Strong, experienced trainers are the single biggest determinant of learner success. A consistent trainer who builds genuine rapport and stays with a learner across the apprenticeship supports both learning and wellbeing.
- Varied delivery (theory, practical, video, and group activities) keeps learners engaged, supported by digital and gamified tools. Improved student support services are helping retain apprentices who may previously have dropped out.
- Pre-apprenticeship and school-based programmes (AUR20720 and AUR20520) are effective recruitment pipelines, letting employers trial prospective apprentices before committing.

Barriers to entry

- Apprentice wages remain the most consistently cited barrier. Entry-level pay sits below unskilled casual work and well below comparable trades, making attraction and retention difficult, particularly where the resources sector competes for the same candidates.
- The trade is still wrongly perceived as a fallback for less academic students. Earlier school engagement, better-informed careers advisors, and a stronger narrative about career destinations (management, motorsport, business ownership, technical training) are all needed. Women remain significantly underrepresented.
- Unsupportive workshop cultures drive attrition, and some small businesses have reduced their willingness to take on apprentices. Learners are increasingly unwilling to remain in poor environments.
- The current structure requires separate apprenticeships for light vehicle and EV qualifications, a potential six-year commitment to qualify in both. Dual-qualification pathways, such as adding a short set of EV units after the light vehicle qualification, offer a more efficient route.
- Mature-age and career-change learners are well suited to diagnostics-heavy roles but are rarely targeted by current recruitment efforts.

How learners have changed

- Shorter attention spans are the most prominent change, alongside high mobile phone use and a preference for text-based communication over face-to-face interaction. Many learners arrive with less informal mechanical knowledge and default to online searches rather than structured diagnostic reasoning.
- More learners self-identify as neurodivergent at enrolment, and the cohort affected by disrupted schooling shows lower social readiness and resilience. Literacy and numeracy gaps are widening in some areas.
- Learners are entering the workforce more sensitive to feedback and less emotionally prepared than previous generations. Greater openness about wellbeing is positive, but it increases demand on trainers who are not formally equipped as welfare professionals and who are not always resourced to meet these needs.

Qualification content

Units to remove or reduce

- Content that no longer reflects mainstream light vehicle practice, including tube tyre repair, carburettors, manual transmission diagnosis and repair, petrol fuel filter servicing, and ALDL diagnostics. Brake master cylinder replacement could move to elective status.

Units to add or strengthen

- EV and hybrid safety awareness for all light vehicle technicians, foundational hybrid systems knowledge, and elevating ADAS toward core status.
- Greater emphasis on modern diagnostic skills: oscilloscope and scan tool proficiency, live data interpretation, wheel alignment, automatic transmission service, and consolidated modern fuel system content.

Structural gaps

- Neither the AUR30620 nor the EV qualification fully covers hybrid vehicles, leaving a clear gap. Efficient OEM information access for RTOs and learners is a critical systemic issue. Repeated safety, environment, and tools content could be assessed once at commencement to reduce assessment burden.

Assessment and compliance

- Assessment is widely seen as written for audit compliance rather than genuine competency, creating instruments that are administratively heavy and pedagogically weak.
- Prescriptive, component-specific requirements should give way to outcome-based, scope-driven language, broadening practical evidence and reducing duplication between knowledge and performance evidence.
- A more collaborative model between RTOs and the regulator to agree valid assessment evidence would produce more robust and engaging outcomes.

Cross-qualification pathways

- Boundaries between light vehicle, automotive electrical, and motorcycle qualifications are increasingly blurred as electrification grows, yet recognising existing competencies through streamlined pathways remains difficult.
- Clearer guidance on supervision scope and cross-qualification recognition is needed. Combined and stackable pathways, such as Queensland's light vehicle, heavy commercial, and auto electrical model, are worth exploring nationally. Post-trade training and trainer currency both need reinvigoration.

Recommendations and next steps

Training package reform

- Move from prescriptive component lists to outcome-based requirements, and introduce a strong updated core with defined specialisation streams.
- Add EV and hybrid safety awareness to the core as an achievable near-term step, elevate ADAS, and assess safety, environment, and tools content once at commencement.

Industry engagement

- Strengthen career promotion to Year 8 and 9 students and their parents, support careers advisors with accurate information, and use technology-forward areas such as ADAS and EV as entry points for female and mature-age candidates.

Ongoing feedback

- Feedback can be submitted at any time via the AUSMASA website or by email. Similar consultation sessions are planned across all AUR and AUM sectors through to October, and industry members are encouraged to take part.