20. Pathways

Pathways into and through the proposed Advanced Driver Assistance Systems (ADAS) training products were considered and agreed upon through the consultation process and confirmed with the Technical Advisory Group (TAG).

Early discussions with the TAG identified the need to create units that address different skill and knowledge requirements across the automotive industry, based on how the role interacts with a vehicle's ADAS. The TAG agreed that three new units should be developed as electives within relevant AUR qualifications to support vertical and horizontal progression, including light vehicle, heavy vehicle, motorcycle, and related automotive contexts. The three new units are:

- AURETR052 Apply knowledge of Advanced Driver Assistance Systems (ADAS)
- AURETR053 Apply awareness of Advanced Rider Assistance Systems (ARAS)
- AURETR054 Diagnose and repair Advanced Driver Assistance Systems (ADAS) and components in vehicles

Additionally, existing unit AURETR149 was updated, superseded, and replaced by AURETR249 to reflect ADAS calibration, ensuring the suite of units reflects current industry practice and technology requirements. As with the three new units, AURETR249 Scan and calibrate Advanced Driver Assistance Systems (ADAS) has been added added to relevant AUR qualifications. Following consultation, the ADAS units were added to 16 qualifications:

- Four qualifications include only the knowledge unit, reflecting that there are occupations in automotive workplaces that require awareness of systems but don't work with them.
- Six qualifications include the safety and calibration units, reflecting that there are occupations that will calibrate systems in the course of their work.
- Six qualifications include the safety, calibration and repair units, reflecting the need for automotive workers to understand the systems, calibrate, and repair them where required.

The three-tiered structure of the ADAS unit suite, spanning foundational knowledge, scanning and calibration, and full repair, was deliberately designed to reflect the natural progression of work and responsibility within the automotive industry. This structure acknowledges that technicians enter ADAS-related work at different points depending on their experience, their employer's operations, and the complexity of the vehicles they service. An apprentice, early career technician, or worker with an entry-level qualification may require only an understanding of system principles and safe working practices, while a more experienced technician may progress to performing scanning and calibration as part of routine servicing. Full repair and diagnostic work represents a higher level of technical responsibility, typically undertaken by senior technicians or specialists. By aligning the units to these distinct but connected occupational functions, the suite creates a clear and logical progression pathway that allows workers to build on existing competencies incrementally.

The TAG also identified the requirement to upskill already qualified automotive technicians to develop ADAS-related competencies. This led to the development of AURSS00066 Advanced Driver Assistance Systems (ADAS) Skill Set, focusing on ADAS calibration and repair. This represents a pathway for existing workers, providing a structured and accessible route for the automotive workforce to develop competency in ADAS technologies.

These inclusions create structured progression opportunities for apprentices and existing technicians, linking foundational ADAS awareness through to specialised repair and calibration capabilities. The knowledge-focused units provide accessible entry points for workers whose roles intersect with ADAS-equipped vehicles but who do not perform direct repair work, while the repair unit supports full competency development for technicians working on these systems. Consultation feedback highlighted broad industry interest in ADAS training across multiple vehicle contexts; the technical committee confirmed that the knowledge units may be completed as standalone units or as part of the full skill set, depending on the learner's role and occupational requirements.