



# AUM Automotive Manufacturing Training Package

## Implementation Guide

Release 3

March 2026



## About this guide

This Implementation Guide is designed to assist registered training organisations (RTOs), trainers, assessors and automotive workplaces in understanding the purpose and use of the AUM Automotive Manufacturing Training Package (Version 3).

It contains the following:

### Overview Information

Here you will find information on:

- Key work and training requirements in the industry
- Key features of the Training Package and industry that will impact selection of pathways
- Industry sectors and occupational outcomes
- Coding and title conventions
- List of AQF qualifications, skill sets and units of competency in the Training Package
- Qualification mapping including an equivalence table linking old to new qualification
- Unit mapping information including an equivalence table linking old to new units of competency
- Imported and prerequisite units

### Implementation Information

This section is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises in implementing the training package. Here you will find:

- Regulations and licensing implications for implementation.
- Mandatory entry requirements
- Pathways advice
- Access and equity
- Foundation skills
- Health and safety
- Advice about the relationship between skill sets and qualifications
- Resource and equipment lists
- Legal considerations for learners in the workplace or on placement
- Other information relevant to implementation of the Training Package.

### Version control and modification history

- Table detailing changes for each release

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# Overview information

## Key work and training requirements in the industry

The AUM Training Package outlines the skill requirements for Australia's automotive manufacturing sector, supporting apprenticeship and traineeship pathways that lead to nationally recognised qualifications. It is designed to reflect the competencies required across industry segments, including the manufacturing of trucks, buses and trailers

Currently employing around 37,000 individuals, the automotive manufacturing industry is facing several workforce challenges. These include a rapidly ageing workforce, creating the risk of future labour shortages, as well as the need to adapt to emerging technologies such as automation, alternative fuels, and advanced manufacturing techniques.

The qualifications within the AUM Training Package are structured to provide clear occupational outcomes while remaining flexible enough to respond to evolving job roles and technological advancements. With vocational education and training (VET) enrolments and completions remaining steady, there is an increasing need for the VET sector to play a more prominent role in meeting workforce demand and supporting the industry's transition to more specialised vehicle manufacturing

## Industry sectors and occupational outcomes of qualifications

### Industry sectors

The automotive industry comprises of two distinct sectors – the manufacturing sector and the retail, services and repair (RS&R) sector.

The automotive manufacturing sector encompasses the manufacture of motor vehicles, including:

- buses
- trailers
- medium, heavy and special-purpose highway trucks.

Key occupations for the sector include:

- product assemblers,
- vehicle body builders and trimmers - identified by the 2023 Skills Priority List as experiencing a shortage.

For more information on the future direction of the Automotive industry, refer to the Workforce Plans published on the AUSMASA website: [Workforce planning for Australian mining and automotive industries](#)

## Qualification structure

The structure of qualifications is based on templates prescribed by the Standards for Training Packages 2025. The contents of each qualification field in this training package are explained below.

### Qualification codes

Within each Training Package, each qualification has a unique eight-character code, for example AUM30118. Qualification codes are developed as follows:

- the first three letters identify the Training Package
- the first number identifies the qualification level (noting that, in the qualification titles themselves, Arabic numbers are not used)
- the next two numbers identify the position in the sequence of the qualification at that level
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed).

### Qualification title

The title reflects the qualification outcomes and complies with the number of characters specified in the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard (no more than 100 characters).

### Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

### Entry requirements

This is an optional field that specifies any mandatory entry requirements.

### Packaging rules

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

### Qualification mapping information

This field specifies the code and title of any equivalent qualification.

### Links

This field provides a link to the Companion Volume Implementation Guide.

## Units of competency

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job function.

Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills required to perform the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing the competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because they can be included across a range of qualification levels.

## What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

## Unit of competency structure

Units of competency are based on templates prescribed by the *Standards for Training Packages 2025*. Under these Standards, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document.

## Unit code

Each unit of competency has a unique code. Unit of competency codes are assigned when the

training package is endorsed, or when new units of competency are added to an existing endorsed training package. Unit codes are developed as follows:

- a code is made up of no more than 12 characters, normally a mixture of uppercase letters and numbers with the first three alpha characters denoting the training package identifier, as in AUMFBM001 Prepare and process automotive materials and components
- the first three characters signify the training package – Automotive Manufacturing Training Package
- the fourth character indicates the industry sector (i.e. G is Bus, Truck and Trailer)
- the fifth and sixth character indicates the function or skill area (i.e. BM is Support and Logistics - Manufacture). – in the above example

The table below indicates the codes used for the units of competency in the AUM Training Package.

Industry sector (Fourth Letter)	Code
Common	AUMA
Bus, Truck and Trailer	AUMG

Function or skills area (Fifth Letter)	Code	Function or skills area (Sixth Letter)	Code
Administration	A	Not assigned	A
Support and Logistics	B	Brakes	B
Sales and Marketing	C	Cooling Systems	C
Officiating	D	Steering and Suspension	D
Environment	E	Engines	E
Foundation Skills	F	Fuel Systems	F
Not assigned	G	Glazing	G
Information Technology	K	Hybrid Vehicle and Battery Vehicle	H
Regulatory or Legal	L	Wheels and Tyres	J
Management, Leadership and Supervision	M	Tools and Equipment	K
Loss Assessment or Repair Quoting	N	Alternative Fuels	L
Quality	Q	Manufacture	M
Health and Safety	S	Body	N
Technical	T	Paint	P
		Driveline and Final Drives	Q
		Electrical and Electronics	R
		Fabrication	S
		Trimming and Upholstery	T

Function or skills area (Fifth Letter)	Code	Function or skills area (Sixth Letter)	Code
		Air Conditioning and HVAC	U
		Accessories	V
		Welding, Grinding, Machining and Soldering	W
		Transmission	X
		Chassis and Frame	Y
		Emission and Exhaust	Z

### Unit title

The title describes the unit outcome and complies with the length specified in the AVETMISS Standard (no more than 100 characters).

### Unit application

This field describes how the unit is practically applied, who would typically use it, and the unit of competency's

relationship to licensing, legislative and certification requirements.

### Prerequisite units

This is an optional field that specifies any unit(s) in which the learner must already be competent prior to achieving competency in this unit.

### Unit sector

This field is used to categorise units of competency in relation to industry sectors or types of work.

### Elements

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

### Performance criteria

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

### Foundation skills

This field describes the language, literacy, numeracy and employment skills that are essential to performance but that are not explicit in the performance criteria.

### Range of conditions

This is an optional field that specifies different work environments and conditions that may affect performance. Its contents are restricted to essential operating conditions and any other variables essential to the work environment.

## Unit mapping information

This field specifies the code and title of any equivalent unit of competency.

## Links

This field provides a link to the Companion Volume Implementation Guide.

## Assessment requirements

### Title

This field uses the format: Assessment Requirements for [unit of competency code and title].

### Performance evidence

Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

### Knowledge evidence

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.

### Assessment conditions

This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.

## Links

This field provides a link to the Companion Volume Implementation Guide.

## Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure that the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.

## AUM Version 3.0 Qualifications, Skill Sets and Units of Competency

Mapping information can be useful for delivery and assessment as it:

- explains the extent of changes to help users identify how previous training materials can be adapted
- shows whether the outcomes of the previous and current versions are equivalent or not; and
- shows newly created components, as well as any components removed from the training package.

Key to mapping tables		
E	Equivalent	Where the workplace outcomes of the superseded and superseding training package components are equivalent.
NA	Not applicable	Where mapping information is not applicable. Minor updates do not require an equivalence determination.
NE	Not equivalent	Where a training package component is superseded, and the workplace outcome of the component has changed.
NC	Newly created	Where a training package component has been created to address an emerging skill or task required by industry.
D	Deleted	Where a training package component is deleted as the skill or task is no longer required by industry.

The 'Compare Content Tool' available on the *training.gov.au* (TGA) website allows users to access more detailed information on changes between training product versions. To watch a video on how to use this tool visit <https://www.youtube.com/watch?v=EjhNe3Bu0H4>

### AUM Version 3 List of Qualifications and Mapping

Current National Code	Current National Title	Superseded Code	Superseded Title	Qualification Equivalency	Latest Qualification Release Number	Notes
AUM20118	Certificate II in Automotive Manufacturing Production – Passenger Motor Vehicle	N/A	N/A	D	N/A	Qualification deleted
AUM20218	Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer	AUM20213	Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer	E	2	<p>This version released with AUM Automotive Manufacturing Training Package Version 2.1.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <p>AUMATS001 Stamp and press vehicle parts.</p> <p>The above training products were identified as having zero enrolments over a three year period.</p> <p>Removed duplication errors in unit grids and typographical errors in unit titles.</p>
AUM30113	Certificate III in Automotive Manufacturing Technical Operations - Passenger	N/A	N/A	D	N/A	Qualification deleted

	Motor Vehicle					
AUM30226	Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer	AUM30218	Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer	E	1	<p>This version was released with AUM Automotive Manufacturing Training Package version 3.0. The following superseded core and elective units were updated:</p> <p>AURFA003 Communicate effectively in an automotive workplace updated to AURFA103 Communicate effectively in an automotive workplace</p> <p>AURASA002 Follow safe working practices in an automotive workplace updated to AURASA102 Follow safe working practices in an automotive workplace</p> <p>AURACA001 Respond to customer needs and enquiries in an automotive workplace updated to AURACA101 Respond to customer needs and enquiries in an automotive workplace</p> <p>AURHTB001 Diagnose and repair heavy vehicle air braking systems updated to AURHTB101 Diagnose and</p>

						<p>repair heavy vehicle air braking systems</p> <p>AURHTD003 Diagnose and repair heavy commercial vehicle suspension systems updated to AURHTD103 Diagnose and repair heavy vehicle suspension systems</p> <p>MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements updated to MEM30031 Operate computer aided design (CAD) system to produce basic drawing elements</p> <p>MSS402001 Apply competitive systems and practices updated to MSS402003 Apply competitive systems and practices</p> <p>MSS402010 Manage the impact of change on own work updated to MSS402011 Manage the impact of change on own work</p> <p>MSS402080 Undertake root cause analysis updated to MSS402084 Undertake root cause analysis</p>
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AUM40113	Certificate IV in Automotive Manufacturing	N/A	N/A	D	N/A	Qualification deleted
AUM50113	Diploma of Automotive Manufacturing	N/A	N/A	D	N/A	Qualification deleted

### **AUM Version 3 Skill Sets**

There are no skill sets in the AUM training package.

### AUM Version 3 List of Units of Competency (UoC) and Mapping

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
AUMABA012	Operate load shifting equipment	AUMABA002	Operate load shifting equipment	E	1	New unit of competency
AUMAF001	Apply for jobs and undertake job interviews	AUMAF01001	Manage personal career goals	NE	1	Unit updated to reflect the new standards for Training Packages
AUMAF002	Maintain workplace relationships	N/A	N/A	D	N/A	UoC deleted
AUMAMA001	Contribute to production goals	AUMAMA2001	Manage personal workplace	NE	1	Unit updated to reflect the new standards for Training Packages
AUMAMA002	Work effectively in teams	AUMAMA2002	Work effectively with others in teams	NE	2	Updated for clarity and policy adherence
AUMAMA004	Coordinate automotive project activities	N/A	N/A	D	N/A	UoC deleted
AUMAMM001	Influence and lead work groups in an automotive manufacturing workplace	AUMAMM3001	Influence and lead work groups in an automotive manufacturing environment	NE	1	Unit updated to reflect the new standards for Training Packages
AUMASA011	Apply safe work practices in the automotive manufacturing environment	AUMASA001	Apply safe work practices in the automotive manufacturing environment	E	1	New unit of competency
AUMASM001	Monitor and maintain a safe automotive work environment	N/A	N/A	D	N/A	UoC deleted
AUMATA008	Produce drawings manually	AUMATA5008	Produce drawings manually	NE	1	Unit updated to reflect the new standards for Training Packages
AUMATK002	Prepare and operate tools, equipment and machinery	AUMATK2002	Prepare, use and operate equipment, tools and	NE	2	Unit updated to reflect the new standards for Training Packages

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
			machinery			
AUMATK013	Monitor and maintain automotive equipment	AUMATK003	Monitor and maintain automotive equipment	E	1	New unit of competency
AUMFBM001	Prepare and process automotive materials and components	AUMFBM2001	Prepare and process materials and components	NE	1	Unit updated to reflect the new standards for Training Packages
AUMFMM001	Reduce cycle time in automotive manufacturing work processes	N/A	N/A	D	N/A	UoC deleted
AUMFMM002	Reduce waste in automotive manufacturing work processes	N/A	N/A	D	N/A	UoC deleted
AUMFMM003	Plan and organise automotive production and assembly processes	N/A	N/A	D	N/A	UoC deleted
AUMFQM001	Apply continuous improvement in automotive manufacturing	AUMFQM2001	Monitor and maintain continuous improvement of systems and processes	NE	1	Unit updated to reflect the new standards for Training Packages
AUMFQM002	Sustain quality standards in an automotive manufacturing workplace	N/A	N/A	D	N/A	UoC deleted
AUMFTA006	Develop research reports on vehicle design, development and production	N/A	N/A	D	N/A	UoC deleted
AUMFTA007	Evaluate vehicle design, development and production	N/A	N/A	D	N/A	UoC deleted

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
	information					
AUMFTK001	Test automotive production components, equipment and systems	N/A	N/A	D	N/A	UoC deleted
AUMFTM002	Create new product designs	N/A	N/A	D	N/A	UoC deleted
AUMFTM003	Develop conceptual models and prototypes	N/A	N/A	D	N/A	UoC deleted
AUMGCA001	Provide customer service	AUMGCA2001	Provide customer service	NE	1	Updated for clarity and policy adherence
AUMGLM011	Apply heavy vehicle standards	AUMGLM001	Apply heavy vehicle standards	E	1	New unit of competency
AUMGMA001	Participate in workplace productivity improvement processes	AUMGMA3001	Participate in workplace productivity	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGQA001	Apply workplace technical quality standards	AUMGQA3001	Inspect work and apply organisation technical quality standards	NE	2	Updated for clarity and policy adherence
AUMGTA002	Service vehicle after assembly	AUMGTA3002	Service after assembly	NE	3	This version first released with the Automotive Manufacturing Training Package Release 2.2. Minor updates to Assessment Requirements. Performance Criteria changed from passive to active voice. Rationalisation of Range of Conditions.

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
AUMGTA011	Read and interpret work orders and working drawings	AUMGTA001	Read and interpret work orders and working drawings	E	1	New unit of competency
AUMGTB011	Assemble, install and test braking system kits	AUMGTB001	Assemble, install and test braking system kits	NE	1	New unit of competency
AUMGTD001	Perform wheel alignment operations	AUMGTD3001	Perform wheel alignment operations	NE	2	Updated for clarity and policy adherence
AUMGTG001	Install fixed and moveable glass components on vehicles	AUMGTG3001	Install fixed and moveable glass components	NE	2	Updated for clarity and policy adherence
AUMGTM001	Assemble vehicle components	AUMGTM2001	Assemble components	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTM002	Assemble vehicle frames and axles	AUMGTM3002	Assemble frame and axle	NE	2	Updated for clarity and policy adherence
AUMGTM004	Install and fit out components	AUMGTM2004	Install and fit out components	NE	2	Updated for clarity and policy adherence
AUMGTM005	Read and interpret engineering drawings and determine requirements	AUMGTM3005	Read and interpret engineering drawings and job specifications	NE	2	Updated for clarity and policy adherence
AUMGTM006	Assemble, install and test hydraulic system kits	AUMGTM3006	Assemble and install hydraulic system kit	NE	2	Updated for clarity and policy adherence

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
AUMGTM007	Assemble, install and test pneumatic system kits	AUMGTM3007	Assemble and install pneumatic system kit	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTM008	Bond and repair fibreglass components	AUMGTM3008	Bond and repair components using fibreglass reinforced plastic techniques	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTM013	Install or replace mechanical units and assemblies	AUMGTM003	Install or replace mechanical units and assemblies	E	1	New unit of competency
AUMGTM001	Replace and repair vehicle body panels and fittings	AUMGTM3001	Rectify and replace vehicle body panels and ancillary fittings	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTP001	Finish and paint vehicle body and part surfaces	AUMGTP3001	Finish surfaces for painting	NE	!	Unit updated to reflect the new standards for Training Packages
AUMGTP002	Rework vehicle paint faults	AUMGTP3002	Rework paint faults	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTR001	Install and replace vehicle electrical units and assemblies	AUMGTR3001	Install or replace electrical and electronic units and assemblies	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTR002	Manufacture and modify vehicle wiring harnesses	AUMGTR3002	Manufacture or modify wiring harnesses	NE	1	Unit updated to reflect the new standards for Training Packages

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
AUMGTR003	Test, modify and repair vehicle electrical circuits and systems	AUMGTR3003	Perform minor modifications and repairs to electrical circuits and systems	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTS001	Prepare materials for fabrication using jigs and fixtures	AUMGTS3001	Prepare materials for fabrication using jigs and fixtures	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTS002	Prepare materials for fabrication using manual processes	AUMGTS3002	Prepare materials for fabrication using manual processes	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTS003	Fabricate plugs	AUMGTS3003	Fabricate plugs	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTS004	Fabricate parts for vehicle sub-assemblies	AUMGTS3004	Fabricate parts for sub-assemblies	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTT001	Apply trim to vehicle components	AUMGTT2001	Apply trim to components	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTW001	Perform basic welding, thermal cutting, heating and gouging	AUMGTW3001	Conduct basic welding, thermal cutting, heating and gouging operations	NE	1	Unit updated to reflect the new standards for Training Packages

Code	Current National Title	Superseded Code	Superseded Title	UoC Equivalency	UoC Release Number	Notes
AUMGTW002	Perform mechanical cutting	AUMGTW3002	Conduct mechanical cutting operations	NE	2	Updated for clarity and policy adherence
AUMGTW003	Perform manual metal arc welding	AUMGTW3003	Perform manual metal arc welding operations	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTW004	Perform gas tungsten arc welding	AUMGTW3004	Perform gas tungsten arc welding operations	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTW005	Perform gas metal arc welding	AUMGTW3005	Perform gas metal arc welding operations	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTY001	Paint vehicle chassis and panels	AUMGTY3001	Paint chassis or panels	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTY002	Install vehicle components	AUMGTY3002	Mount and install assembled component to chassis or frame	NE	1	Unit updated to reflect the new standards for Training Packages
AUMGTY003	Modify and repair chassis and frames	AUMGTY3003	Modify or rectify chassis and frame and associated components	NE	1	Unit updated to reflect the new standards for Training Packages

## List of imported and pre-requisite units in the AUM Training Package

### Imported units in the Training Package

A range of units of competency have been imported into the AUM Automotive Manufacturing Training Package to provide greater flexibility, choice and transferability of skills within the industry. These have been listed in the table below.

Imported unit code	Imported unit title	Prerequisite unit(s) title	Host Training Package
AURACA101	Respond to customer needs and enquiries in an automotive workplace	Nil	Automotive Retail
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	Nil	Automotive Retail
AURAF001	Use numbers in an automotive workplace	Nil	Automotive Retail
AURAF103	Communicate effectively in an automotive workplace	Nil	Automotive Retail
AURAMA001	Work effectively with others in an automotive workplace	Nil	Automotive Retail
AURASA102	Follow safe working practices in an automotive workplace	Nil	Automotive Retail
AURETA002	Analyse and evaluate electrical and electronic faults in body management systems	Nil	Automotive Retail
AURETR006	Solder electrical wiring and circuits	Nil	Automotive Retail
AURHTB101	Diagnose and repair heavy vehicle air braking systems	Nil	Automotive Retail
AURHTD103	Diagnose and repair heavy commercial vehicle suspension systems	Nil	Automotive Retail
AURTTA121	Diagnose complex system faults	Nil	Automotive Retail

Imported unit code	Imported unit title	Prerequisite unit(s) title	Host Training Package
AURTTB004	Inspect and service air braking systems	Nil	Automotive Retail
AURTTD003	Inspect suspension systems	Nil	Automotive Retail
AURTTD004	Inspect and service suspension systems	Nil	Automotive Retail
AURTTL015	Develop and apply gas fuel system modifications	Nil	Automotive Retail
BSBHRM413	Support the learning and development of teams and individuals	Nil	Business Services
BSBINS302	Organise workplace information	Nil	Business Services
BSBINS303	Utilise a knowledge management system	Nil	Business Services
BSBPMG423	Apply project cost management techniques	Nil	Business Services
BSBPMG533	Manage project cost	Nil	Business Services
BSBPMG536	Manage project risk	Nil	Business Services
BSBPMG540	Manage project integration	Nil	Business Services
BSBSTR401	Promote innovation in team environments	Nil	Business Services
BSBTWK301	Use inclusive work practices	Nil	Business Services
MEM30031	Operate computer-aided design (CAD) system to produce basic drawing elements	Nil	Metal and Engineering
MSS402003	Apply competitive systems and practices	Nil	Manufacturing Sustainability
MSS402004	Sustain process improvements	Nil	Manufacturing Sustainability
MSS402011	Manage the impact of change on own work	Nil	Manufacturing Sustainability

Imported unit code	Imported unit title	Prerequisite unit(s) title	Host Training Package
MSS402042	Apply 5S procedures	Nil	Manufacturing Sustainability
MSS402055	Apply quality standards	Nil	Manufacturing Sustainability
MSS402084	Undertake root cause analysis	Nil	Manufacturing Sustainability

### **Native AUM units with pre-requisite**

There are no prerequisite units in the AUM Training Package.

### **Units in Skill Sets that have pre-requisites**

There are no skill sets in the AUM training package.

# Implementation information

## Regulation and Licensing implications for implementation

Licensing, legislative, regulatory and certification requirements can vary between states, territories, and industry sectors.

All information about licence/regulation requirements should be checked with the appropriate authority before training commences or work is carried out. Contact your local regulator for advice on:

- complying with work health and safety laws
- reporting a workplace incident
- renewing or applying for licences
- workers' compensation claims
- registering plant and plant designs.

## Links to safety regulators

Links to national and state/territory safety regulators are listed below. The information is provided as a guide only. No responsibility is taken for information that may be out-of-date at the time of use.

Commonwealth: [Welcome | Safe Work Australia](#)

Australian Capital Territory: [Home - WorkSafe ACT](#)

New South Wales: [SafeWork NSW | NSW Government](#)

Northern Territory: [NT WorkSafe](#)

Queensland: [Home | WorkSafe.qld.gov.au](#)

South Australia: [SafeWork SA | SafeWork SAa](#)

Tasmania: [WorkSafe Tasmania](#)

Victoria [WorkSafe Victoria](#)

Western Australia: [Home - WorkSafe – DEMIRS](#)

## High risk work licences

The Model Work Health and Safety Regulations (<https://www.safeworkaustralia.gov.au/law-and-regulation/model-whs-laws>) set out training and assessment requirements for a person performing high risk work, and the arrangements for issuing a licence to a person performing high risk work. These regulations recognise classes of licence for high risk work and require that all training and assessment for high risk work licences occur within the vocational education and training system. Unless otherwise advised by States and Territories, all training for licences must be issued against the relevant units of competency.

## Occupational outcomes of qualifications

The following information show possible occupational outcomes for qualifications in the AUM training package and includes pathways between qualifications.

Qualification code and title	Occupation title	Description
AUM20218 Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer	Product Assembler	Prepares new learners to work automotive manufacturing industry or develops existing workers who are involved in the industry.
AUM30226 Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer	Vehicle Body Builder	The employee performs a range of tasks in the production of buses, trucks, and trailers and components, including .

## Pathways advice

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training, e.g. attending classroom-based learning programs
- on-the-job training, e.g. apprenticeships, traineeships
- recognition of prior learning
- credit transfer.

The qualification pathways shown in the table below provide insight into the automotive industry's career pathways and entry-level options. Information is provided for each sector and can be used for a variety of purposes, for example:

- the recognition of job roles
- increasing the knowledge of qualification structures for those already in the sector
- increasing the knowledge of career options for those entering the industry
- succession planning

- relating vocations to qualifications or skill sets.

Qualification pathways	
Certificate III	
Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	
AUM30226 Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer	Pathway from school or employment with appropriate training and/or Recognition of prior learning
Certificate II	
Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.	
AUM20218 Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer	Pathway to AUM30226 Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer Pathway from school or employment with appropriate training and/or Recognition of prior learning

### Access and equity considerations

Access and equity relate to the approaches used to make sure training and assessment practices consider and respond to the individual support needs of learners so that potential learning barriers are eliminated or minimised. Individual support needs that learners could present with could relate to their:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

The design and content of this training package support equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners

- determine the support needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes and techniques for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners
- activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

### Regional and Remote Delivery Considerations

Where training and assessment is delivered in regional or remote contexts, providers may adopt flexible and context-appropriate approaches, provided all unit requirements are met. This may include:

- Use of mobile training and assessment models, partnerships with employers, community organisations or shared facilities to support access to specialised resources and equipment
- Contextualisation of learning and assessment scenarios to reflect local industry settings, such as agriculture, mobile plant or community fleet operations.

### Considerations specific to learners with disability

A legislative and regulatory framework underpins and supports the delivery of VET across Australia. Under this framework, VET providers must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

RTOs have obligations to support learners with disability under the Standards for RTOs 2025, Disability Discrimination Act 1992, and the Disability Standards for Education 2005. RTOs need to provide advice and information to learners with disability about the suitability of a course, any inherent requirements for the course, reasonable adjustments that can be made, and support that is available.

Training and assessment practices must give due consideration to learners with disability, and in particular recognise the diverse range of disabilities and individualised impact that disability has on learners. Disability is broad and diverse, and can include physical and learning disabilities, chronic medical condition, or mental illness. RTOs must take an individualised approach to supporting learners with disability, recognising that each learner's disability will be specific to that person, and will have a specific impact on their learning experience. An individual's disability may necessitate the implementation of specific supports to allow them to participate in learning.

It is recommended to ask universally (and also on an individual basis) whether a person requires adjustments to undertake their course. Make it clear that all personal information will be handled confidentially and that this question is only asked for the purposes of being able to offer support and arrange reasonable adjustments. Learners with disability do not have to disclose their disability, but by making it clear that disclosure is only for the purposes of providing support so they can access and participate in VET equally, learners are more likely to feel comfortable disclosing. If a learner does choose to disclose, they must be consulted to determine what supports or reasonable adjustments should be put in place for them.

It is important that all staff are made aware of what their responsibilities are in negotiating and

implementing adjustments and supports.

- Examples of educational and support services that can assist learners with disability meet course requirements include:
- offering study support and skills programs, including language, literacy and numeracy (LLN) programs
- providing equipment, resources and/or programs to increase access for learners with disability
- using trained support staff including specialist teachers, note-takers and interpreters
- flexible scheduling and delivery of training and assessment, including allowing longer time where appropriate, and adjusting delivery methods and communication techniques
- providing learning and assessment materials in alternative formats.

### **Reasonable adjustment for learners with disability**

*Reasonable adjustments* can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the support needs of a learner with disability. The purpose of reasonable adjustments is to make it possible for learners to participate fully. It is not to give learners with additional or different needs an advantage over others, to change course standards or outcomes, or to guarantee success.

A reasonable adjustment in learning and assessment activity needs to be justifiable and uphold the integrity of the unit/qualification. An adjustment is reasonable if it can accommodate the learner's support needs while also considering factors such as the views of the learner, the potential effect of the adjustment on the learner and others, the costs and benefits of making the adjustment. Reasonable adjustments should be negotiated on an individualised basis, recognising that each person with disability will have specific learning needs and requirements for adjustment.

Inherent requirements are the fundamental parts of a course that must be met by all learners in order for them to be deemed competent. They are the abilities, skills and knowledge learners need to undertake the course — those components which, if removed, would compromise the learning outcomes. Learners with disability should be provided with reasonable adjustments to enable them to meet these inherent requirements, provided this would not cause unjustifiable hardship to the RTO. However, if a learner cannot meet the inherent requirements, even with adjustments, then they cannot undertake the course. Learners should be given as much information as possible to allow them to make informed decisions about whether they will be able to meet inherent course requirements.

Adjustments must:

- be discussed with and agreed to by the learner with disability
- benefit the learner with disability
- maintain the integrity of the competency standards
- be a reasonable expectation in a workplace or training and assessment environment.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship

- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption, it is not likely to be reasonable. Reasonable adjustments can encompass a range of areas including the physical environment, teaching delivery and format, utilisation of assistance equipment and reduction of study load. Examples of reasonable adjustments that can assist learners with disability to participate fully in training and assessment include:

- accessible classrooms
- changes to class scheduling
- note-taking or interpreting support
- modification to presentation mediums and techniques or teaching practices
- course materials, information and learning tasks in alternative formats
- alternative assessment formats, timeframes or tasks
- availability of assistive technologies or specialised equipment
- allowing a carer or support person to be present in the learning environment.

### **People with low level foundation skills**

The way in which foundation skills are used in the workplace must be considered. To find out what these requirements are, consider the workplace documentation, communication, and numeracy required for the task.

It is also important to consider what are points of 'key risk' to a workplace around the application of these skills?

Where can things go wrong if something is not:

- Read and interpreted correctly?
- Written down correctly?
- Said clearly to the right person?
- Interpreted properly when following an instruction?
- Measured accurately?

This will change from industry context to industry context; and differ from sector to sector. It may also differ between workplace contexts within each of those sectors.

Assessment tasks need to be designed to accurately assess competence. To be fair, valid, reliable and flexible they must allow candidates to demonstrate all the skills. The assessment task must only require the same level of foundation skills as the unit of competency, and not become a barrier to the candidate being able to demonstrate competence.

### **Aboriginal and Torres Strait Islander learners**

It is very likely that aspects of this training package will be delivered to Aboriginal and/or Torres Strait

Islander peoples. Non-Aboriginal trainers and assessors should acknowledge that Aboriginal and/or Torres Strait Islander peoples experiences of the world can differ greatly from mainstream Australian experiences. Aboriginal and Torres Strait Islander culture is a well-established, complex, proud, adaptive and adoptive, deserving of respect.

Many Aboriginal and/or Torres Strait Islander peoples and their families have had negative experiences in mainstream education. These experiences often have a negative impact on learners' self-confidence, so strategies to rebuild positive learning experiences and attitudes need to be an integral part of training and assessment programs for Indigenous people.

Showing respect of Aboriginal and/or Torres Strait Islander culture requires an understanding of the protocols of the local community. Protocols vary between different groups and trainers and assessors should always check with a contact, or an Elder in the local community about issues to be aware of in the training and assessment environment.

## Foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training. They describe the language, literacy, numeracy (LLN) and employment skills that are essential to performance and are explicitly identified in the foundation skills field of a unit of competency, which:

- identifies the essential foundation skills that are not explicit in the performance criteria of the unit
- describes the application of each skill in context of the performance criteria
- should be considered as an integrated part of the unit for assessment purposes.

The language, literacy and numeracy skills are represented by the five core skills set out in the [Australian Core Skills Framework](#) (ACSF): Learning, reading, writing, oral communication and numeracy.

The employment skills are described using:

- the skills set out in the employability skills framework: Teamwork, Initiative and enterprise, Planning and organising, Problem solving, Self-management, and Technology.

## Key features of the ACSF

The ACSF describes each of the five core skills across three interactive dimensions:

1. Five levels of performance ranging from 1 (low level performance) to 5 (highlevel performance)
2. Four performance variables that may influence a person's performance at anytime:
  - The nature and degree of support available
  - Familiarity with context
  - Text complexity
  - Task complexity.
3. Three Domains of Communication, broad contexts within which the core skill may be used:

- Personal and community (related to expressing personal identity and achieving personal goals, and understanding and interacting within the wider community)
- Workplace and employment (refers to activities that an individual may be involved in as a member of an organisation or that may be conducted by someone working alone)
- Education and training (refers to any form of structured learning).

Support	Context	Text complexity	Task complexity
Works alongside an expert / mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
May work with an expert / mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving several steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex tasks Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

For more information on the ACSF, go to: [The Australian Core Skills Website](#)

## Advice on any health and safety implications in the industry

### Health and safety implications in the industry

Work health and safety (WHS) requirements are covered either by:

- embedding requirements in the elements/performance criteria of units of competency
- including specific WHS units in qualifications.

In jurisdictions where model *WHS* laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing WHS legislative requirements.

In the automotive industry, health and safety is an integral part of every work function. Safety has been imbedded in the training package at the unit of competency level and individual safety units have been developed and included at the qualification level.

Each unit of competency explicitly identifies health and safety requirements in the performance criteria. The assessment requirements prescribe health and safety evidence requirements in the performance and knowledge evidence.

For example, at the lower qualification levels, the identification of hazards and the use of personal protective equipment are essential requirements. Individuals should not only perform the task as required but also use appropriate safety equipment and clothing and be capable of identifying hazards.

At the higher qualification levels there is a strong focus on not only identifying hazards, but also on assessing and controlling risks (adverse outcomes associated with hazards). These risks range from death, injury and illness to financial loss and prosecution. Risk management covers facilities and equipment, planning, training, labour organisation and work procedures

### Safety in the workplace

Manual handling injuries are the most common type of injury occurring in automotive workshops. The injuries occur from handling heavy or awkward objects, heavy lifting, and prolonged or sustained work in awkward postures. This injury trend occurs across all types of vehicle manufacturing or installation work.

Given the nature of the work there is always the risk of severe injury or fatality. Some risks are obvious such as moving machinery parts with risk of cuts, amputations, or crush injuries, forklifts and automated equipment causing serious accidents if not properly handled or maintained. Other risks are less obvious, such as prolonged exposure to loud machinery leading to hearing loss.

Employers have a duty to minimise the risk of injury at their workplace. This duty is set out in detail in the Occupational Health and Safety Act 1985. Under this Act an employer can be held responsible for the safety of the workshop (workplace), its equipment and its contents, the safety of the systems of work used by employees and the proper training and supervision of employees to keep them safe at work.

Regulations made under the Act provide additional instruction on how particular hazards, such as asbestos, hazardous substances, manual handling and plant, are to be managed.

Employees also have a duty to take reasonable care for their own health and safety at work and to avoid endangering the health and safety of any other person by anything they do, or fail to do, at the workplace.

Guidance material from Safe Work Australia (<https://www.safeworkaustralia.gov.au/about-us>) may help employers fulfil their obligations. Other sources of information include your industry association, suppliers' and manufacturers' advice, Australian Standards, training courses, advice from consultants, experienced practitioners, unions, insurers, rehabilitation providers, legal practitioners, researchers, inventors, auditors and others.

Together these contribute to the 'state of knowledge' about hazards in automotive workshops and how to eliminate or control them.

## **Resource and equipment list relevant to the AUM Training Package**

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the *Assessment conditions* sections of the assessment requirements for each unit of competency.

## **Legal considerations for learners in the workplace/on placements**

Legal requirements that apply to specific industries and VET vary across each state and territory and can regularly change. Contact the relevant state or territory department/s to check what legal requirements apply.

There are also several responsibilities, both legal and ethical, of the individual working in the automotive industry, for example working as a technician or a first-year apprentice, the worker must be aware of his or her responsibilities as well as those of their employer and of the public.

## **Other information relevant to implementation of the Training Package**

### **Requirements for assessors**

Assessor requirements are identified under the *Assessment Conditions* section of each unit of competency. All assessors must meet the requirements set by the applicable registering body.

### **AUM Assessment Criteria**

AUM complies with the mandatory Training Package Organising Framework (July 2025), which provide the endorsed framework for assessment of units of competency in this Training Package. Assessments against units of competency in this Training Packagemust be carried out in accordance with these Standards.

Additional assessment advice is provided below with regard to simulated workplace environments. Some emphasis has been given to the establishment of partnerships in delivery and assessment to ensure satisfactory demonstration of workplace competence.

## Assessment in the Automotive Manufacturing Industry

This section provides an overview of the requirements for assessment when using the AUM Training Package, including a summary of the licensing/registration requirements and assessment pathways.

The automotive manufacturing industry considers skills and knowledge demonstrated in a real workplace environment to be of great importance. While assessment of the units of competency in the AUM Training Package can be carried out in a simulated work environment, the industry strongly recommends that assessment of skills acquired is conducted under partnership arrangement in the workplace.

To maintain the integrity of assessment RTOs, trainers and assessors need to keep pace with industry technologies and ensure that assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

All assessors must consider relevant care and due diligence when assessing units of competency.

### Training and assessment in simulated environments

The AUM Training Package defines Simulated Work Environment as a model of convenience designed to closely replicate real workplace conditions but intended specifically for training purposes. In cases where competency-based training or assessment must occur in a simulated environment or worksite, it is imperative that the setup accurately reflects the authentic context of the tasks being assessed. Both the physical layout and operational conditions of the simulation must be aligned with industry standards to maintain the integrity of the assessment.

It is crucial to recognise that tasks undertaken in simulated environments should not be misinterpreted as off-the-job training projects. Instead, they must directly correlate with the skills and performance criteria outlined in the relevant units of competency. While it is ideal for assessment to be conducted in an actual work setting, simulated environments may be used when real-world access is not possible. In such cases, the simulation must emulate real-world conditions as closely as possible to ensure that the evidence collected remains meaningful and industry-relevant.

Wherever possible, the units of competency within the AUM Training Package should be assessed in live workplace environments to support authenticity and ensure the learner's skills meet the demands of the job. However, when real workplaces are inaccessible—due to constraints such as health and safety concerns, lack of available resources, or educational delivery contexts like VET in Schools—assessment within simulated environments is a valid alternative, provided it adheres to industry benchmarks and assessment conditions

A simulated work environment may be required for the following reasons:

- the candidate may not have access to a workplace (e.g. Certificate I Qualification, which is targeted at VET in Schools)
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, for example, there may be ethical, privacy or confidentiality issues to consider

- it may not be appropriate to apply the skills in the workplace due to potential risks, such as work health and safety (WHS) or equipment being damaged.

To be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. It is critical that when a simulated work environment is being set up that the assessor is thoroughly familiar with the units of competency as well as experienced in the current circumstances of the work.

In deciding whether a simulation or an assessment environment has been adequately set up, the following questions should be considered. Are there opportunities to:

- test the full range of equipment?
- use up to date equipment and software?
- reflect times and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- answer practically oriented, applied knowledge questions?
- show the level of written and verbal expression sufficient for the work requirements?

### **Training Package codes**

Each Training Package has a unique three-character national code assigned when the Training Package is endorsed, for example AUM. The three characters are letters identifying the Training Package industry coverage, i.e. AUM = Automotive Manufacturing Industry.

# Contacts and links

## Companion volumes/ training package information

All AUM Companion Volumes can be found on the VETNet website:

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bd587669-08b3-4cd5-85f0-f9fa0c6304c1>

## Training Package developer's quality assurance process for companion volumes

All training packages must be designed and developed to comply with the Australian Government's [Training Package Organising Framework](#) and accompanying policies, which have been approved by Commonwealth and State/Territory ministers.

More information about training package standards and policies is available on the Department of Employment and Workplace Relations website: [Department of Employment and Workplace Relations](#)

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed as required and updated to ensure they remain current and fit for purpose.

## General

Department of Education, Skills and Employment: [Department of Employment and Workplace Relations](#)

Australian Qualifications Framework: Second edition, January 2013 <http://www.aqf.edu.au/>

Australian Skills Quality Authority (ASQA) <http://www.asqa.gov.au>

TGA website, training packages <http://www.training.gov.au/>

Training Accreditation Council (Western Australia) <http://www.tac.wa.gov.au>

Victorian Registration and Qualifications Authority (VRQA) <http://www.vrqa.vic.gov.au/>

## State and Territory Training Authorities

Australian Capital Territory <https://www.education.act.gov.au/>

New South Wales <http://www.dec.nsw.gov.au/>

Northern Territory [Education and learning | NT.GOV.AU](#)

Queensland <http://training.qld.gov.au/>

South Australia [Skills and training | Department of State Development](#)

Tasmania <http://www.skills.tas.gov.au/>

Victoria <http://www.education.vic.gov.au/>

Western Australia <http://www.dtwd.wa.gov.au>

## Industry Associations

Federal Chamber of Automotive Industries (FCAI) <http://www.fcai.com.au/>

The Institute of Automotive Mechanical Engineers (IAME) <https://www.iame.com.au>

Motor Trades Association of Australia <http://www.mtaa.com.au/>

Motor Traders' Association of NSW (MTA NSW) <http://www.mtansw.com.au/>

Motor Traders' Association of Queensland (MTA QLD) <http://www.mtaq.com.au>

Motor Trade Association of South Australia and Northern Territory (MTA SA/NT)  
<http://www.mtasant.com.au>

Motor Trade Association of WA (MTA WA) <http://www.mtawa.com.au/>

Tasmanian Automobile Chamber of Commerce (TACC) <http://www.tacc.com.au>

Victorian Automobile Chamber of Commerce (VACC) <http://www.vacc.com.au/>

## Traineeships and Apprenticeships

The Australian Apprenticeships site [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au) offers information about traineeships and apprenticeships and includes links to state and territory authorities (STAs) that monitor provision.

## Version control and modification history

Version	Release Date	Comments
3.0	January 2026	<p>This version of the AUM Training Package replaces version 2.2 and contains the following changes:</p> <p><b>Major Changes</b></p> <p>Major update to <b>1</b> qualification to replace superseded core and elective units of competency:</p> <p>AUM30225 Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer</p> <p><b>Minor Changes</b></p> <p>Minor updates to <b>1</b> qualification to replace superseded elective units of competency:</p> <p>AUM20218 Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer</p> <p>4 qualifications deleted (<i>Deletion of qualifications with no enrolments in the past three years, in line with Ministers' priorities to remove training</i>)</p>

Version	Release Date	Comments
		<p><i>products that have not been implemented within that period):</i></p> <p>AUM20118 Certificate II in Automotive Manufacturing Production - Passenger Motor Vehicle</p> <p>AUM30113 Certificate III in Automotive Manufacturing Technical Operations - Passenger Motor Vehicle</p> <p>AUM40113 Certificate IV in Automotive Manufacturing</p> <p>AUM50113 Diploma of Automotive Manufacturing</p> <p>12 Units of Competency deleted (<i>Deletion of units not packaged in qualification cores and with no enrolments in the past three years, in line with Ministers' priorities to remove training products that have not been implemented within that period</i>) :</p> <p>AUMFA002 Maintain workplace relationships</p> <p>AUMAMA004 Coordinate automotive project activities</p> <p>AUMASM001 Monitor and maintain a safe automotive work environment</p> <p>AUMFMM001 Reduce cycle time in automotive manufacturing work processes</p> <p>AUMFMM002 Reduce waste in automotive manufacturing work processes</p> <p>AUMFMM003 Plan and organise automotive production and assembly processes</p> <p>AUMFQM002 Sustain quality standards in an automotive manufacturing workplace</p> <p>AUMFTA006 Develop research reports on vehicle design, development and production</p> <p>AUMFTA007 Evaluate vehicle design, development and production information</p> <p>AUMFTK001 Test automotive production components, equipment and systems</p> <p>AUMFTM002 Create new product designs</p> <p>AUMFTM003 Develop conceptual models and prototypes</p>
Version 2.2	June 2022	<p>The following training products have been reinstated as directed by the AISC. These training products were previously deleted as directed by the AISC due to zero enrolments over the past 3 years and have been identified for reinstatement.</p>

Version	Release Date	Comments
		<p><b>Qualifications:</b></p> <p>AUM20118 Certificate II in Automotive Manufacturing Production – Passenger Motor Vehicle</p> <p>AUM30113 Certificate III in Automotive Manufacturing Technical Operations - Passenger Motor Vehicle</p> <p>AUM40113 Certificate IV in Automotive Manufacturing</p> <p>AUM50113 Diploma of Automotive Manufacturing</p> <p><b>Units of competency:</b></p> <p>AUMAMA004 Coordinate automotive project activities</p> <p>AUMAMM001 Influence and lead work groups in an automotive manufacturing workplace</p> <p>AUMASM001 - Monitor and maintain a safe automotive work environment</p> <p>AUMFMM001 Reduce cycle time in automotive manufacturing work processes</p> <p>AUMFMM002 Reduce waste in automotive manufacturing work processes</p> <p>AUMFMM003 Plan and organise automotive production and assembly processes</p> <p>AUMFQM002 Sustain quality standards in an automotive manufacturing workplace</p> <p>AUMFTA006 Develop research reports on vehicle design, development and production</p> <p>AUMFTA007 Evaluate vehicle design, development and production information</p> <p>AUMFTK001 Test automotive production components, equipment and systems</p> <p>AUMFTM002 Create new product designs</p> <p>AUMFTM003 Develop conceptual models and prototypes</p> <p><b>Minor updates were made to the following qualification to include an elective unit of competency:</b></p> <p>AUM20118 Certificate II in Automotive Manufacturing Production - Passenger Motor Vehicle</p> <p><b>Minor updates were made to the following qualification to remove several units of competency:</b></p> <p>AUM40113 Certificate IV in Automotive Manufacturing</p>

Version	Release Date	Comments
Version 2.1	February 2021	<p>The following AUM components have been deleted as directed by AISC. The training products below were identified as having zero enrolments over the last 3 years.</p> <p><b>Qualifications:</b></p> <p>AUM10113 Certificate I in Automotive Manufacturing  AUM30113 Certificate III in Automotive Manufacturing Technical Operations - Passenger Motor Vehicle  AUM40113 Certificate IV in Automotive Manufacturing  AUM50113 Diploma of Automotive Manufacturing</p> <p><b>Units of competency:</b></p> <p>AUMABM001 Control Stock  AUMAKM002 Produce computer- aided drawings  AUMAMA003 Prepare new product designs  AUMAMA004 Coordinate automotive project activities  AUMAMM001 Influence and lead work groups in an automotive manufacturing workplace  AUMANA001 Prepare and document quotations  AUMAQA001 Apply quality assurance techniques  AUMASM001 Monitor and maintain a safe automotive work environment  AUMATA001 Develop documentation and procedures  AUMATA002 Conduct post- production inspections and tests  AUMATA003 Rectify faults in vehicle metal components  AUMATA004 Diagnose and repair mechanical faults  AUMATA005 Rectify assembly faults  AUMATA006 Provide automotive manufacturing advice  AUMATA007 Conduct vehicle performance tests  AUMATE001 Rework faulty production engines  AUMATK001 Use and maintain tools and equipment  AUMATK004 Use and maintain measuring equipment  AUMATK005 Calibrate measuring equipment  AUMATK006 Test plant, tools, equipment, product and systems  AUMATK007 Install vehicle plant, equipment and systems  AUMATK008 Maintain vehicle plant,tools, equipment and systems  AUMATK009 Repair vehicle plant, tools, equipment and systems</p>

Version	Release Date	Comments
		<p>AUMATK010 Manufacture and modify vehicle plant, tools, equipment and systems</p> <p>AUMATK011 Use technical data relating to plant, tools, equipment and systems</p> <p>AUMATN001 Repair structural faults in vehicles</p> <p>AUMATP001 Rectify minor faults in vehicle paintwork</p> <p>AUMATP002 Control vehicle paintline production</p> <p>AUMATR001 Repair vehicle electrical faults in assembled vehicles</p> <p>AUMATR002 Install and maintain motor vehicle instrumentation sensors and transmitters</p> <p>AUMATS001 Stamp and press vehicle parts</p> <p>AUMATW001 Test vehicle welds ultrasonically</p> <p>AUMATW002 Inspect welding</p> <p>AUMFBK001 Receive and dispatch vehicle components</p> <p>AUMFMM001 Reduce cycle time in automotive manufacturing work processes</p> <p>AUMFMM002 Reduce waste in automotive manufacturing work processes</p> <p>AUMFMM003 Plan and organise automotive production and assembly processes</p> <p>AUMFQM002 Sustain quality standards in an automotive manufacturing workplace</p> <p>AUMFTA001 Document manufacturing design processes</p> <p>AUMFTA002 Perform die coating</p> <p>AUMFTA003 Set and adjust automotive production machine tools</p> <p>AUMFTA004 Monitor and maintain operation of metal treatment plants</p> <p>AUMFTA005 Analyse test vehicles for research purposes</p> <p>AUMFTA006 Develop research reports on vehicle design, development and production</p> <p>AUMFTA007 Evaluate vehicle design, development and production information</p> <p>AUMFTE001 Conduct engine hottests</p> <p>AUMFTK001 Test automotive production components, equipment and systems</p> <p>AUMFTM001 Undertake preliminary fault finding and machine reset</p> <p>AUMFTM002 Create new product designs</p> <p>AUMFTM003 Develop conceptual models and prototypes</p> <p>AUMGTW006 Machine Parts</p> <p><b>Minor updates were made to three qualifications from the AUM</b></p>

Version	Release Date	Comments
		<p><b>Release 2.1, which contained at least one of the units of competency listed above:</b></p> <p>AUM20118 Certificate II in Automotive Manufacturing Production – Passenger Motor Vehicle  AUM20218 Certificate II in Automotive Manufacturing Production – Bus, Truck and Trailer  AUM30218 Certificate III in Automotive Manufacturing Technical Operations – Bus, Tracker and Trailer</p>
Version 2.0	December 2018	<p><b>Three revised qualifications:</b></p> <p>AUM20118 Certificate II in Automotive Manufacturing Production – Passenger Motor Vehicle  AUM20218 Certificate II in Automotive Manufacturing Production – Bus, Truck and Trailer  AUM30218 Certificate III in Automotive Manufacturing Technical Operations – Bus, Truck and Trailer</p> <p><b>7 revised units of competency:</b></p> <p>AUMABA012 Operate load shifting equipment  AUMASA011 Apply safe work practices in the automotive manufacturing environment  AUMATK013 Monitor and maintain automotive equipment  AUMGLM011 Apply heavy vehicle standards  AUMGTA011 Read and interpret work orders and working drawings  AUMGTB011 Assemble, install and test braking system kits  AUMGTM013 Install or replace mechanical units and assemblies</p> <p><b>Minor updates to 14 units of competency:</b></p> <p>AUMAMA002 Work effectively in teams  AUMATK002 Prepare and operate tools, equipment and machinery  AUMGCA001 Provide customer service  AUMGMA001 Participate in workplace productivity improvement processes  AUMGQA001 Apply workplace technical quality standards  AUMGTA002 Service vehicle after assembly  AUMGTD001 Perform wheel alignment operations  AUMGTG001 Install fixed and moveable glass components on vehicles  AUMGTM002 Assemble vehicle frames and axles  AUMGTM004 Install and fit out components</p>

Version	Release Date	Comments
		<p>AUMGTM005 Read and interpret engineering drawings and determine requirements</p> <p>AUMGTM006 Assemble, install and test hydraulic system kits</p> <p>AUMGTW001 Perform basicwelding, thermal cutting, heating and gouging</p> <p>AUMGTW002 Perform mechanicalcutting</p> <p><b>Minor updates to 4 qualifications:</b></p> <p>AUM10113Certificate I in Automotive Manufacturing</p> <p>AUM30113 Certificate III in Automotive Manufacturing Technical Operations - Passenger Motor Vehicle</p> <p>AUM40113 Certificate IV inAutomotive Manufacturing</p> <p>AUM50113 Diploma of Automotive Manufacturing</p>
Version 1.0	January 2014	Primary Release



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