

The Mining and Automotive Skills Alliance

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**Mining and
Automotive**
Skills Alliance

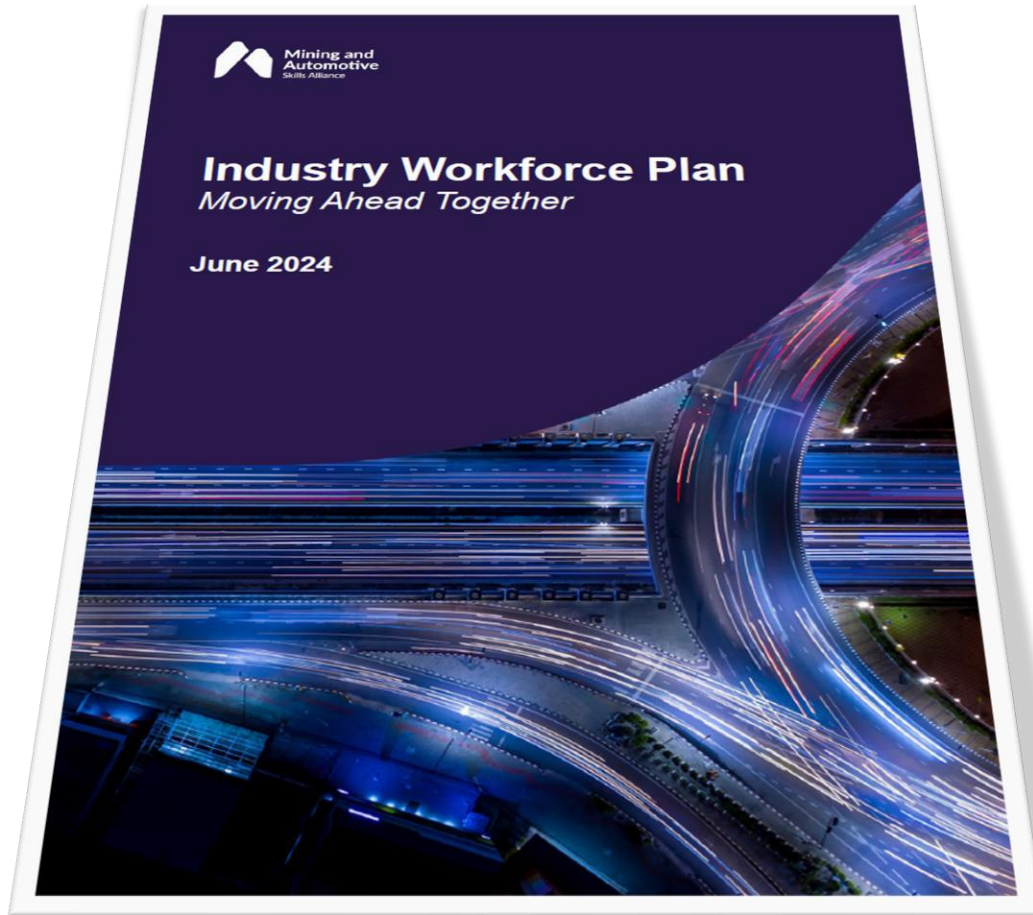
Who are we?

We are the Jobs and Skills Council for the mining and automotive industries.

Jobs and Skills Councils (JSCs) have been established by the Australian Government to deliver a collaborative, tripartite VET sector that brings employers, unions and governments together to find solutions to skills and workforce challenges.



Workforce Plan 2024 – Moving Ahead Together



Topics covered include:

- Higher education pathways
- Skilled migration and international students
- Industry culture and workforce diversity
- First Nations engagement
- Mentoring of apprentices
- Technological advancement
- Pay, role classification and scaffolding of learning
- Digitisation and automation

AUSMASA Current AAS Projects

1. Resource Development: Certificate II in Autonomous Workplace Operations
2. Review and update of the RII emergency response qualifications
3. **Training package review of superseded units of competency**
4. **Review into VET training products with low and no enrolments**
5. **Market research into youth perceptions of automotive careers**
6. **Development of hydrogen fuel cell EV training products**
7. **Review of the Certificate II in Automotive Tyre Servicing Technology**
8. Review of Emergency Response training products (RII)
9. **Development of training products for ADAS**
10. Review of 6 RII units shared with BuildSkills



AUSMASA projects - other

11. VET Workforce Blueprint

12. Research into higher apprenticeships
(automotive & mining)



Perceptions of Automotive Careers

Understanding attraction and retention in the automotive industry

Phase 1 Findings



Market Research Activity Objectives & Methodology



Objectives

The overarching objective of this program of work is to draw together insights around how best to attract and retain automotive tradespeople from all relevant stakeholder groups. The resulting insights will then form the basis for a portfolio of resources that can be used in relevant settings to advocate for the automotive industry over competing alternatives.

Specifically, insights will be used to:

- Uncover the perceptions priority cohorts, including Gen Z and existing workers, have of the automotive sector and associated careers.
- Understand the intentions of existing workers in the automotive sector with regards to staying or exiting the industry.

The insights presented in this report are from Phase 1, with Phase 2 to follow in due course.



Audiences

High School Students

n=1,000 13–18-year-olds who are still in school or an alternative educational pathway

Career Starters

n=1,000 young adults (aged 17-25), who are no longer at school, but open to considering the automotive industry (i.e. non-rejectors)

Current Auto Workers

n=613 current automotive industry workers



Methodology

All three audiences were surveyed using an online quantitative methodology.

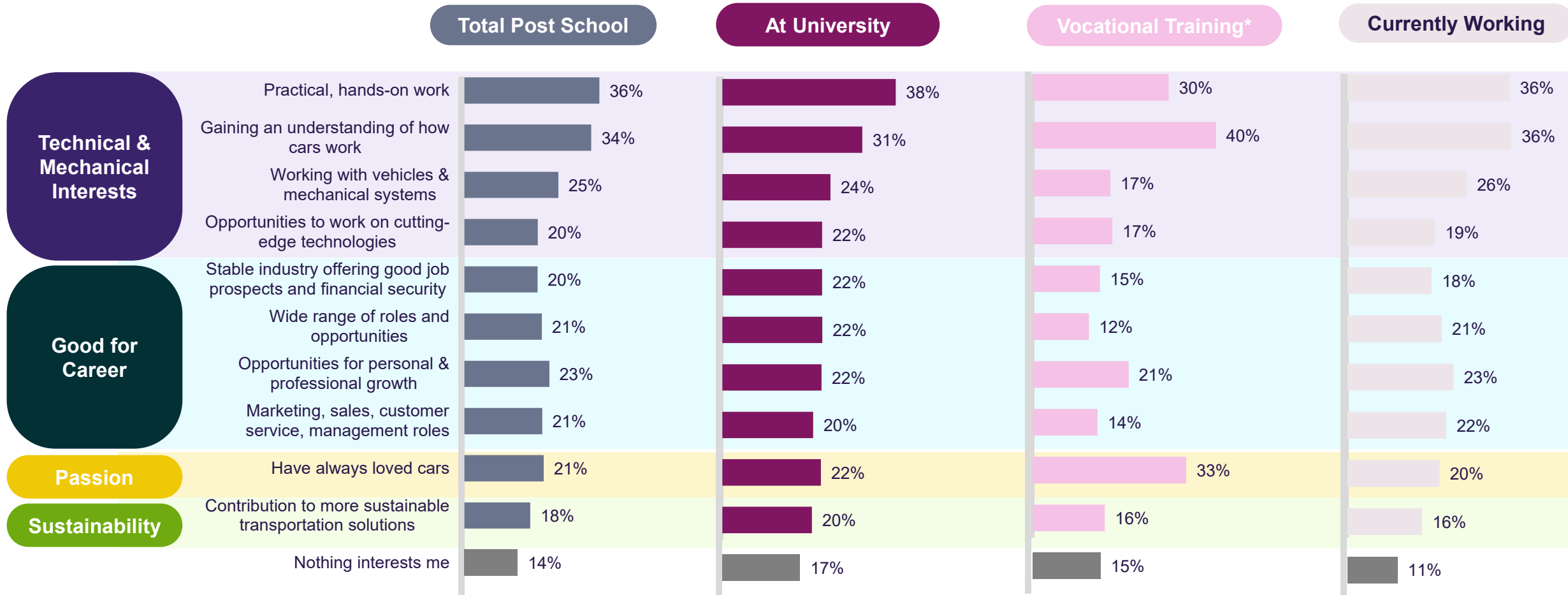
High School Students & Career Starters:

- 10-minute survey
- Sample sourced using a specialist consumer research panel
- Those aged 15 or younger completed the survey with parental assistance
- Quotas set by age, gender and location
- Survey data weighted to national proportions based on age, gender and state

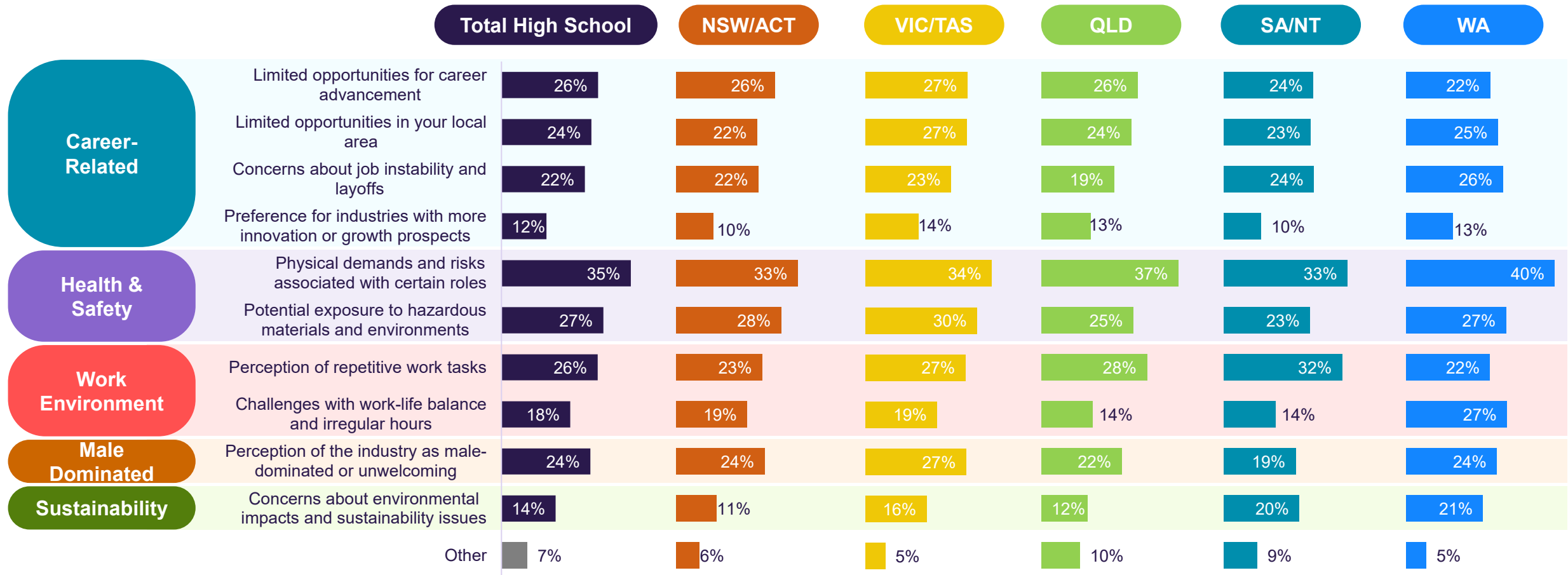
Current Auto Workers:

- 10-minute survey
- Survey distributed to current auto workers directly via industry partners and indirectly via social media
- Survey data unweighted

What interests you the most about a career in the automotive industry?

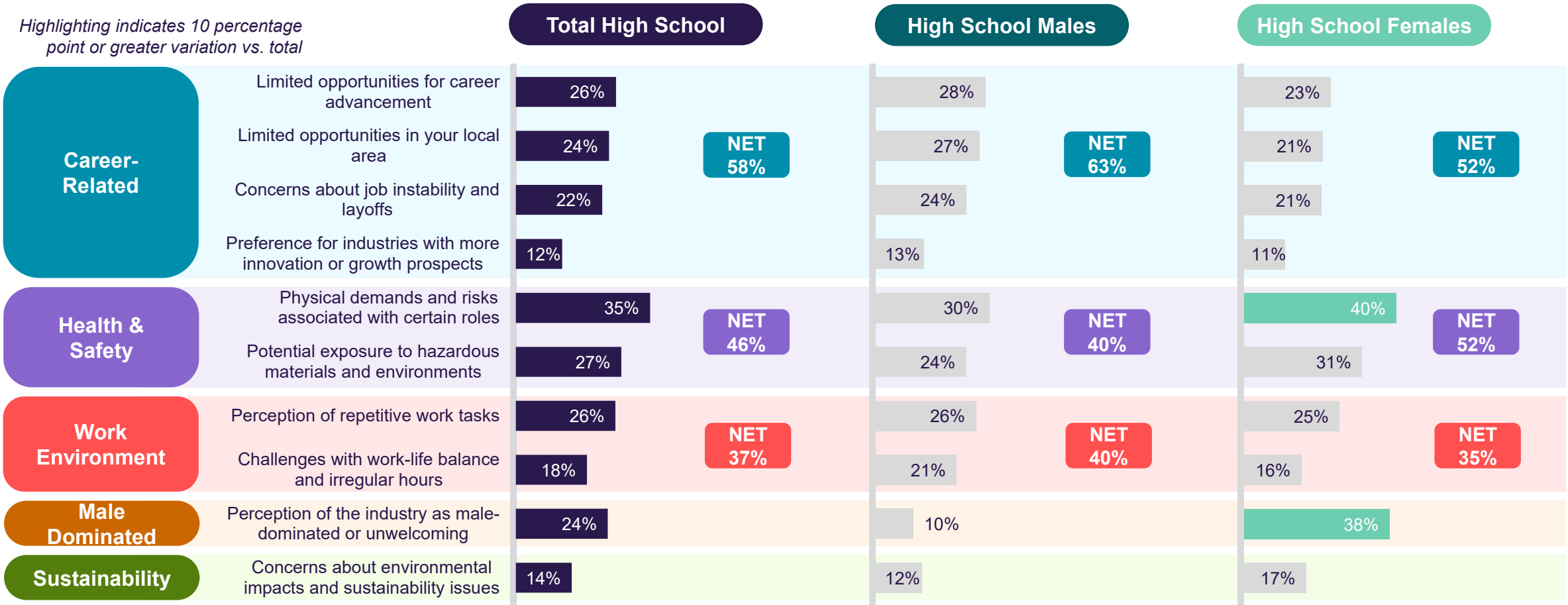


What concerns would you have about pursuing a career in the automotive industry?



More broadly, both male and female high school students have significant concerns about the physical nature of the industry, again suggesting a certain lack of understanding of what a technician does in 2024

What concerns would you have about pursuing a career in the automotive industry?



For regional career starters, limited local opportunities is a concern, especially amongst males, whilst metro career starters are more concerned about job instability

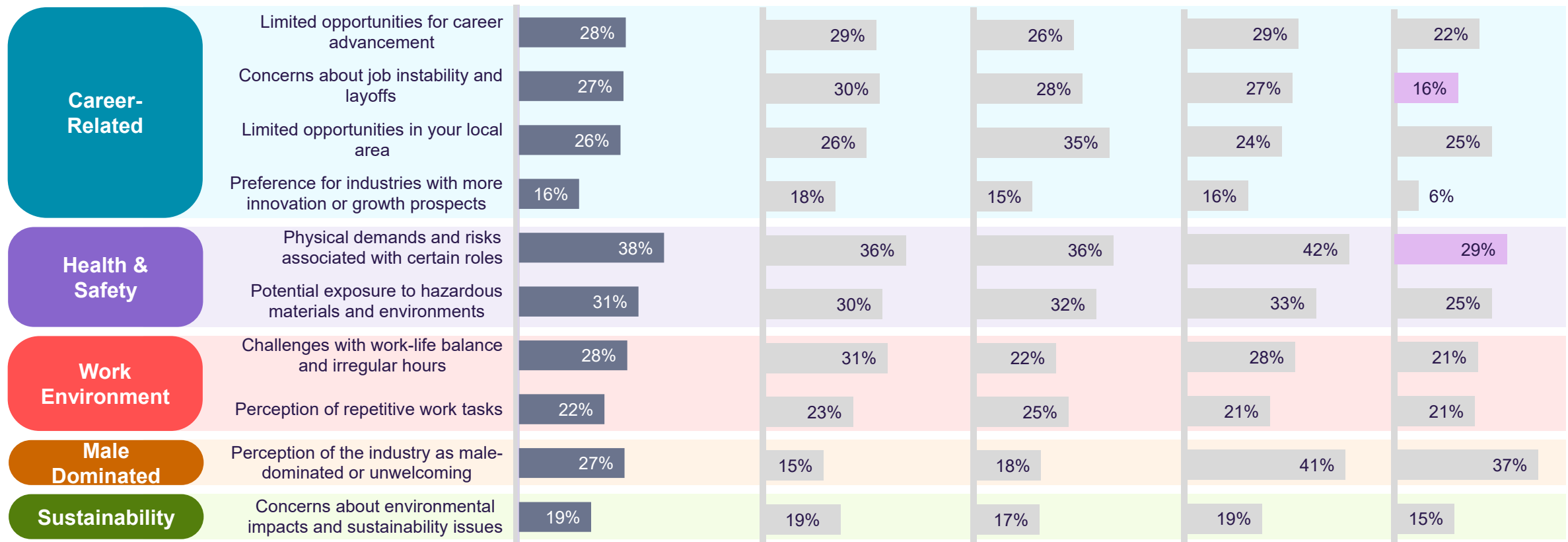
What concerns would you have about pursuing a career in the automotive industry?

Highlighting indicates 10 percentage point or greater variation vs. total

Career Starters

Career Starter Males

Career Starter Females



Despite this, most of the women currently working in the automotive industry would recommend it as a career option to someone leaving school today

All Audiences

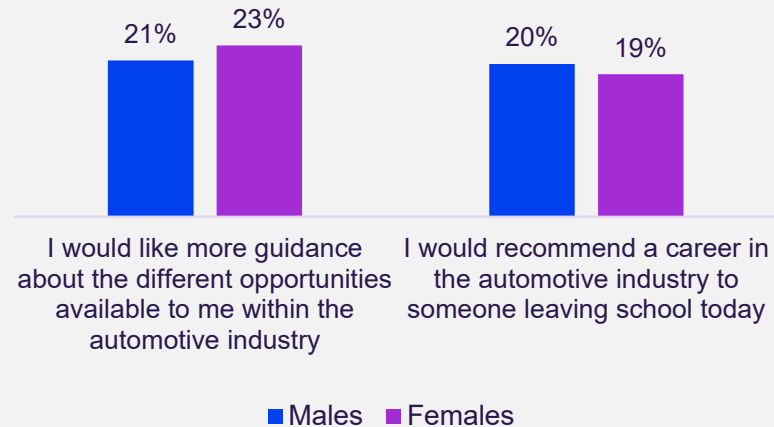
Which, if any, of the following statements that others have made about the future of the automotive industry do you agree with?
Attitudes related to automotive careers

High School Students

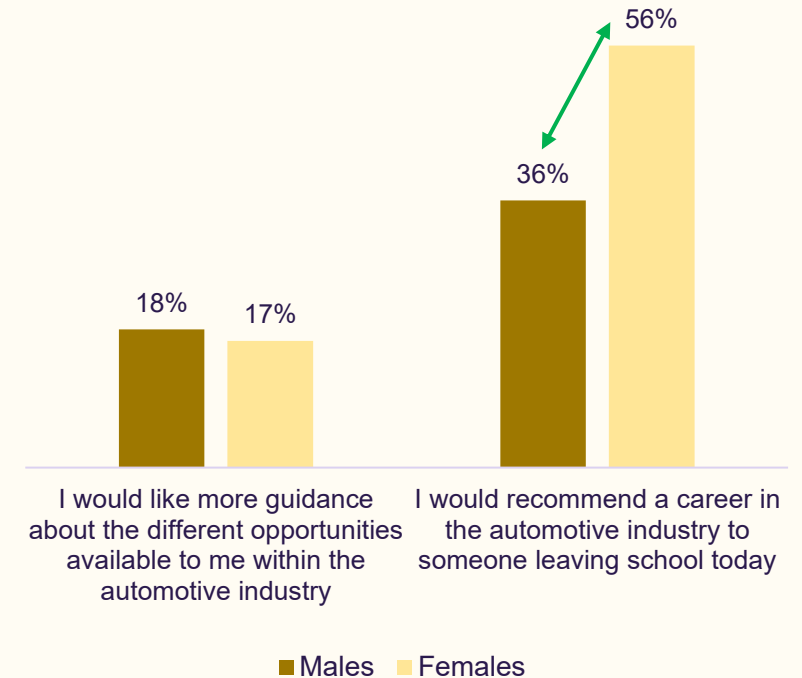
↑ Arrow indicates 10%+ variation between subgroups



Career Starters



Current Workers



Unlocking the Potential of VET

What is qualifications reform?



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Overview of the Qualifications Reform categorisation and demonstration activities

Purpose 1

Qualifications leading to a specific occupation
(e.g. a licensed trade)

Built around specific tasks, with a high level of prescription to support safety or technical requirements.

Example

Certificate III in Light Vehicle Mechanical Technology

Purpose 2

Qualifications to prepare learners for multiple occupations within an industry

Built around a common core of skills and knowledge for the industry, with optional specialisation.

Example

Certificate II in Construction Pathways

Purpose 3

Qualifications that develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways

Built around general skills and knowledge, or specific skills and knowledge with cross-sectoral application.

Example

Diploma of Leadership and Management

AUSMASA Qualifications Reform Projects

1. Rethinking Automotive Entry Pathways

AUR Demonstration Project

- This project found 15 Certificate II qualifications within the AUR package have various levels of participation and enrolment and few lead to occupational outcomes.
- The project tested a new approach to qualification design focused on identifying knowledge and capabilities required across related jobs in the industry and less on describing specific tasks.
- The project was completed September 2024.

2. Categorisation Project

Categorisation Project

- AUSMASA conducted a stocktake of our training products, categorising qualifications into one of the 3 purposes and applying the Design Groups' Qualification Development Quality Principles with a view to simplifying and rationalising qualifications where possible.
- The project was completed September 2024.

Final categorisation of 41 qualifications

Purpose 1

25 Qualifications leading to a specific occupation
(e.g. a licensed trade)

- AUR20520 Certificate II in Automotive Servicing Technology
- AUR20220 Certificate II in Automotive Air Conditioning Technology
- AUR21920 Certificate II in Automotive Tyre Servicing Technology
- AUR30320 Certificate III in Automotive Electrical Technology
- AUR30420 Certificate III in Agricultural Mechanical Technology
- AUR30520 Certificate III in Marine Mechanical Technology

[full list provided in final report]

Purpose 2

13 Qualifications to prepare learners for multiple occupations within an industry

- AUR10120 Certificate I in Automotive Vocational Preparation
- AUR30920 Certificate III in Motor Sport Technology
- AUR40116 Certificate IV in Automotive Management
- AUR40216 Certificate IV in Automotive Mechanical Diagnosis
- AUR40320 Certificate IV in Motor Sport Technology
- AUR40720 Certificate IV in Automotive Body Repair Technology

[full list provided in final report]

Purpose 3

3 Qualifications that develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways

- AUR30116 Certificate III in Automotive Administration
- AUR50116 Diploma of Automotive Management
- AUM50113 Diploma of Automotive Manufacturing

Key findings

- Limitations of current data available and the need for longitudinal data to show qualification to occupational outcomes.
- There was general support for the purpose-led model and AUSMASA's categorisation and the quality principles.
- The transition to a new design model will need to consider impacts on linkages to licensing, industrial awards and state/territory funding of traineeships & apprenticeships.
- Upskilling of the VET workforce to understand and implement the purpose-led model and reformed templates will require a coordinated approach.
- The TPPDEPP would require amendment to support reforms.
- Barriers to implementation were identified as: the complexities of cross JSC collaboration; proliferation of superseded units in the system; credit transfer between Cert II to Cert III pathways.
- Benefits of entering an apprenticeship with Year 12
- Qualification completion is not the only measure of success (e.g. students may find employment prior to course completion)

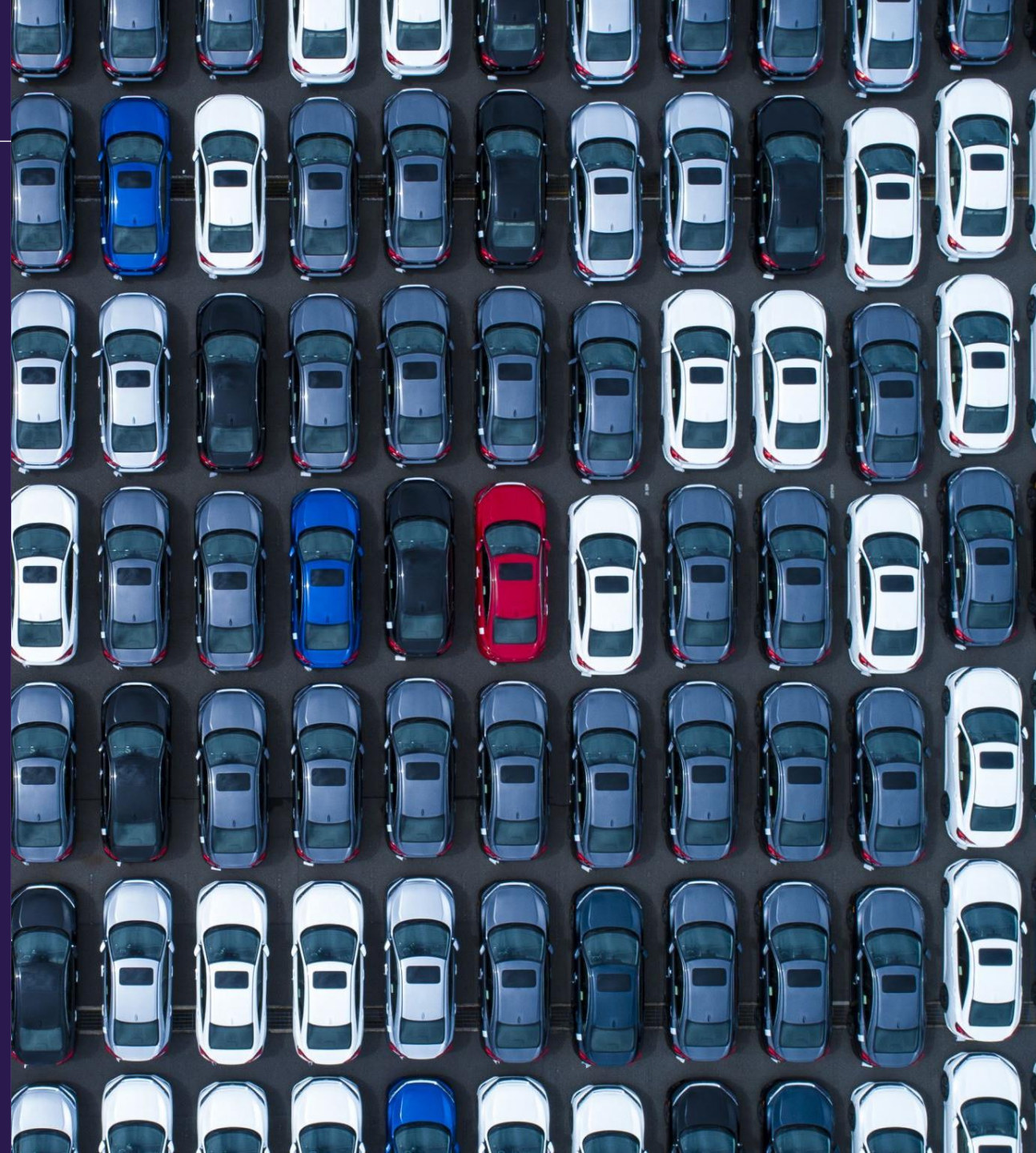
Opportunities for reform

- Consideration for the deletion of 4 obsolete products:
 - AUM20118 - Certificate II in Automotive Manufacturing Production - Passenger Motor Vehicle
 - AUM30113 - Certificate III in Automotive Manufacturing Technical Operations - Passenger Motor Vehicle
 - AUM40113 - Certificate IV in Automotive Manufacturing
 - AUM50113 - Diploma of Automotive Manufacturing
- Redesign AUR10120 Certificate I in Automotive Vocational Preparation to better align with how the qualification is being used particularly to support vulnerable cohorts.
- Multiple ideas for redesign or development for new AQF Cert III for automotive technicians
- Review and redesign AUR40620 Certificate IV in Automotive Electrical Technology and AUR50216 Diploma of Automotive Technology to provide a Master technician pathway.

Project Objective and Scope

The AUSMASA Automotive Demonstration project:

- Tested the Purpose 2 definition and quality principles against 14 Certificate II qualifications in the AUR Training Package.
- Used a range of data sets to ensure an informed approach was applied.
- Provided feedback to the QRDG on the Purpose 2 model
- Developed and presented exemplar documentation including templates for a new qualifications reform model for Purpose 2 qualifications
- Delivered both an interim and final report to the QRDG.



Key findings

- Most of the AUR Certificate II qualifications are designed primarily as pathways to AUR Certificate III programs, with limited direct job outcomes and generally low enrolment numbers
- A few AUR Certificate II qualifications link to specific licensing requirements, such as Automotive Tyre Servicing Technology and Automotive Air Conditioning Technology, lead directly to job roles and show strong enrolments
- The overlap between units of competency in both Certificate II and Certificate III qualifications raised concerns about the level of credit this provides especially when Cert II qualifications are delivered in institutional settings without workplace experience
- Industry highlighted a need for workers with stronger literacy, numeracy, digital and 'enduring skills' such as critical thinking, problem solving, collaboration
- Independent assessment was seen as a feasible approach to ensure that all graduates met industry expectations
- Need for further work in relation to IR implications to minimise disruption to IR landscape.

Key findings – and emerging opportunities

The PSC recommended:

- That AUSMASA consult on the potential removal of the following Certificate II qualifications:
 - AUR20116 Certificate II in Automotive Administration
 - AUR20320 Certificate II in Bicycle Mechanical Technology
 - AUR20420 Certificate II in Automotive Electrical Technology
 - AUR20820 Certificate II in Outdoor Power Equipment Technology
 - AUR20920 Certificate II in Automotive Body Repair Technology
 - AUR21020 Certificate II in Motor Sport Technology
 - AUR21120 Certificate II in Automotive Sales
 - AUR21220 Certificate II in Automotive Underbody Technology
 - AUR21520 Certificate II in Automotive Cylinder Head Reconditioning
- That with respect to AUR21820 Certificate II in Automotive Steering and Suspension System Technology, AUSMASA investigate an option of a recognised skill set that addresses risks related to steering and suspension, if required.
- AUSMASA review AUR20220 Certificate II in Automotive Air Conditioning Technology to investigate the option of a post trade recognised skill set
- AUSMASA review AUR21920 Certificate II in Automotive Tyre Servicing Technology – this is now an approved Activity
- That AUR20720 Certificate II in Automotive Vocational Preparation be reviewed and rewritten as a true purpose 2 pathway qualification to many roles in the automotive sector

Next Steps

- The QRDG has produced revised templates and quality principles
- It is unknown when a decision will be made by skills ministers on qualifications reform
- AUSMASA is keen to test some of the learning achieved through the categorisation and demonstration projects

VET Workforce Blueprint



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VET Workforce Study

The Jobs and Skills Australia (JSA) VET Workforce Study was commissioned to support development of the Blueprint. The study profiles the VET workforce using existing and new datasets to:

- understand the size, composition and characteristics of the current workforce
- define the key job roles in the sector analyse the pathways in, out and within the sector.

The Blueprint focuses on key trends from the JSA study and insights from stakeholder consultations to consolidate our understanding of the current VET workforce.



VET Workforce Blueprint

Released 3 October 2024

The Blueprint supports action under the National Skills Agreement, which allocates \$30 million for national action and \$70 million for states and territories to deliver workforce initiatives to grow and retain a quality and sustainable VET workforce.

Key Goals

- **Grow the workforce:** Increasing the number of people entering the VET workforce to ensure long-term supply of staff to support quality training
- **Retain and develop the workforce:** Improving retention and supporting workforce capability to ensure a sustainable, highly skilled and quality VET workforce.
- **Understand the workforce:** Developing data collection systems for the VET workforce and undertaking foundational work and research to better understand the various roles and pathways across all VET contexts.

Industry-led

- Funding of \$12 million is being provided to Jobs and Skills Councils (JSC) for industry-led initiatives that support the Australian Government's response to the VET Workforce Blueprint.
- This targeted funding will enable each JSC to identify and respond to VET workforce challenges faced by the industries within their remit.
- The work undertaken by JSCs will complement and contribute to the opportunities and actions included in the Blueprint.

National Actions

To support the Blueprint's release an initial suite of foundational national actions will be progressed in collaboration with states and territories. These include:

- occupational mapping for the VET workforce
- a workforce data strategy
- an ongoing research program for key workforce issues
- mapping and analysing compliance and administrative burden to inform strategies to reduce this burden.

Governments will also continue to work together through the National Skills Agreement on further actions to strengthen the VET workforce.

VET Workforce Blueprint

Table 2.1 State and Territory distribution of VET workforce by segment

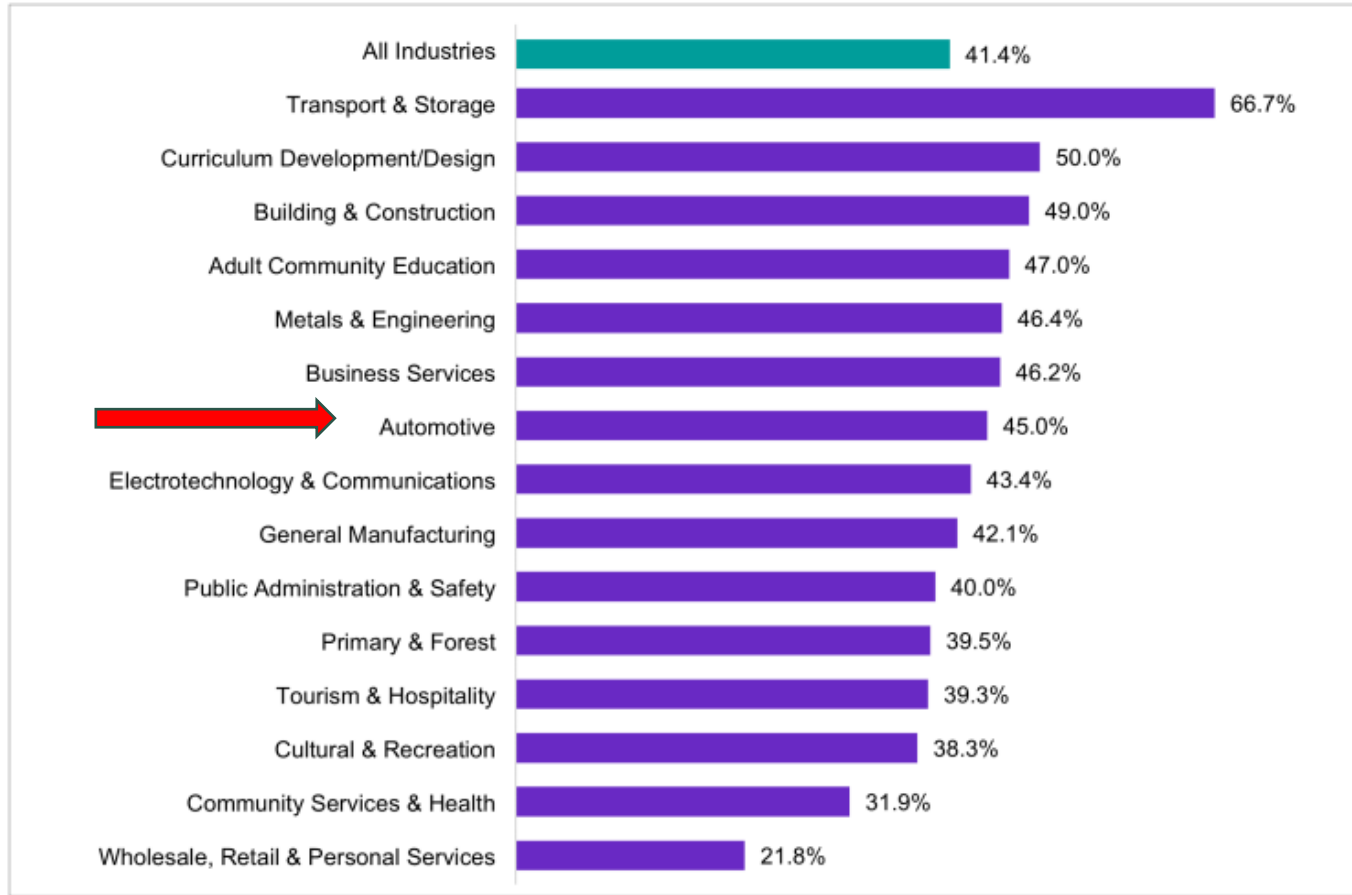
	NSW	Vic	Qld	SA	WA	Tas	NT	ACT
Teach, Train, and Assess	45.7%	50.0%	46.6%	49.3%	56.6%	54.0%	55.9%	37.0%
Curriculum and Learning Design	3.6%	4.1%	3.8%	2.9%	2.8%	3.2%	4.4%	3.2%
Quality Assurance and Compliance	0.4%	0.4%	0.5%	0.6%	0.4%	0.7%	<0.0%	0.3%
Leadership	14.1%	13.4%	12.5%	10.1%	9.4%	8.5%	12.3%	14.2%
Learning Support	5.7%	3.9%	3.1%	3.2%	3.2%	4.3%	1.7%	4.3%
Administration and Operations	28.6%	26.4%	30.8%	30.1%	24.6%	25.0%	17.9%	35.5%

VET is only slightly more feminised and slightly less culturally diverse than the wider Australian workforce.

Source: ABS (2021) Occupation (OCCP) and **Industry** of Employment (INDP) by State/Territory (STATE [UR]). [Census TableBuilder], accessed 25 March 2024.ⁱⁱⁱ

VET Workforce Blueprint

Figure 2.6 Proportion of VET teachers aged 55 years and older across industry areas in Victorian TAFE institutes



The VET workforce, especially the Teach, Train and Assess segment of the workforce, is older and ageing.

Almost half of the VET workforce is over 50 years, and the average age is seven years older than the Australian workforce average (47 compared to 40).

Data shows that for TAFE Victoria at least, certain industry and operational areas also have a high percentage of teachers aged 55 and older, especially among building and engineering trades, adult community education and automotive, see Figure 2.6

Source: Supplied by the Victorian Public Service Commission.

Next Steps

Stream 1: Understand – Activity approved by DEWR

- **Quantitative Data Analysis** - Desktop research using JSA VET Workforce Study, ANZSCO and ANZSIC classifications, and other data sources.
Analysis of workforce roles, trends, and industry challenges in the mining and automotive sectors.
- **Qualitative Data Collection** - Conduct job shadowing/observation with VET practitioners and industry experts. Conduct interviews with key VET staff, new VET workforce members, current students and industry experts. Hold virtual roundtables with stakeholders from the mining and automotive sectors.
- Draft Report - May 2025
- Final Report - 13 June 2025

Streams 2 & 3 be informed by the findings of Stream 1 and will likely focus on:

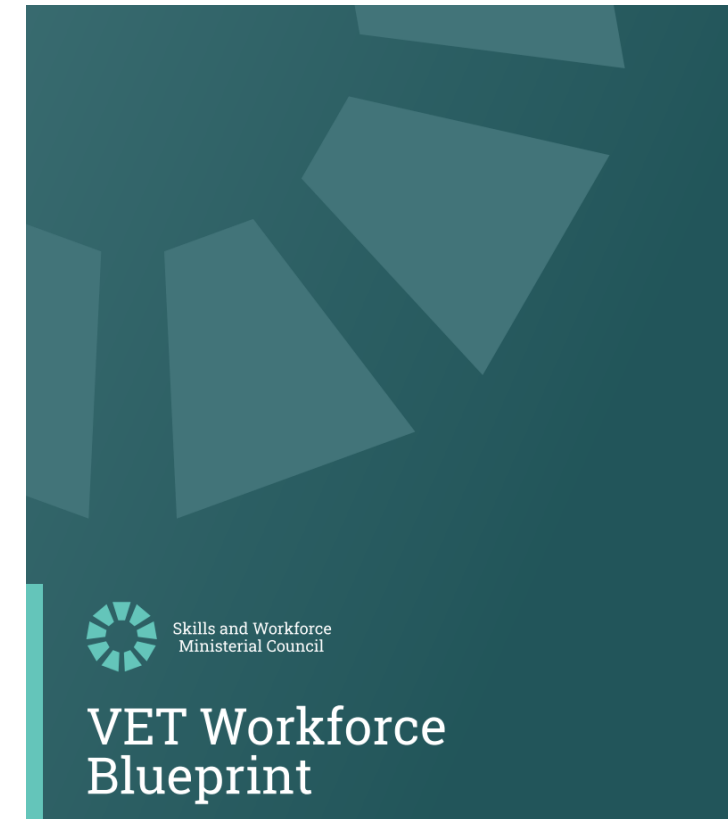
- Attract & Retain, and
- Grow

How can you help?

- Provide access to staff.
- Tell us about models that you have seen work well e.g. release industry experts; allow VET trainers access to your business to support industry currency.
- Think about how the industry can support the VET Workforce to ensure it has the workers it needs for the future.
- Participate in the virtual roundtables, interviews, etc., as appropriate.

If you can see some barriers to supporting the VET workforce, what do you think are the solutions?

- Email: simon.hester@ausmasa.org.au
Tel: 0414 715 297



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THANK YOU

