NSW Utilities & Electrotechnology
Industry Training Advisory Body (ITAB)

NSW UE ITAB News Service 150 – April 2026

Executive Officer Message

Welcome to the April news service of the NSW Utilities and Electrotechnology ITAB.

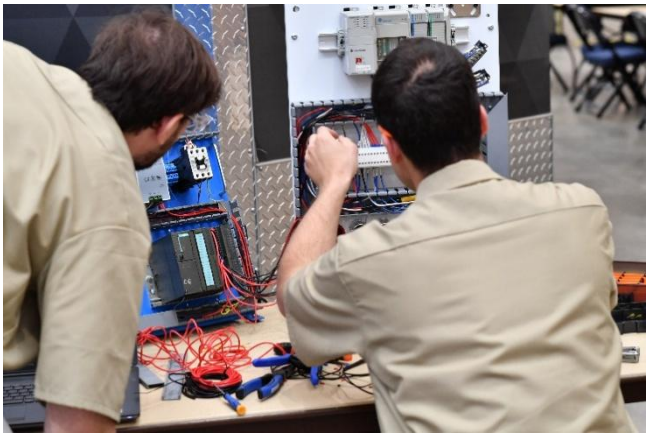
This month the ITAB has presented to the Hunter Electrical Industry Safety Network (HEISN). We provided the NSW Department of Education (Industry Workforce Programs) updates on our industry skills and training priorities. I also attend the PSO High Load, Short Supply Road Show in Sydney.

Enjoy the read.

In this newsletter we have:

NSW NEWS

CAPS Program



Australia's economy is edging closer to recession, with fresh warnings the fallout from the US and Israel's war on Iran could tip the country over the line if fuel disruptions worsen.

HSBC chief economist Paul Bloxham has warned that Australia is in one of the worst spots globally to deal with the economic fall out of the US-Iran conflict.

With uncertain economic conditions ahead, the NSW Continuing Apprentices and Trainees Placement Service (CAPS) program may be the answer. CAPS helps apprentices and trainees find jobs or continue with their qualification when their training contract ends before completion. Employers seeking an apprentice or trainee can register and once approved, can view apprentice and trainee candidates and post jobs vacancies. An apprentice or trainee who gains employment through CAPS and needs to relocate for work may be eligible for a payment of up to $2,500 to help cover costs.

CAPS is a free service that facilitates connections between learners and prospective employers but does not guarantee job offers or employment outcome

More about CAPS is available here

Smart and Skilled Update

Smart & Skilled Update No. 266 (12 November 2025) outlined the review of the Performance-Based Contracting (PBC) model and the phased approach the department is taking as part of the Skills Plan commitment to develop a new PBC model.

Following this update, NSW Department of Education (TS) conducted a survey with all Smart and Skilled providers and held a series of focus groups. These engagements are supporting the development of a reformed PBC model informed by provider feedback.
TS NSW have developed a playback document, presenting key insights from these engagements, including reflections on how providers utilise the PBC model and priority areas for NSW VET reforms, funding certainty, capacity-building and innovation. NSW Department of Education (TS) are currently delivering step 3 of 5 within our transitional phase of the PBC model. Provider feedback on Smart and Skilled performance-based contracting model, presents the key insights from the engagements conducted with providers in November and December 2025.
In the upcoming financial year 2026-27, the department will begin a gradual implementation of the
Smart and Skilled PBC transitional model to establish a strong foundational structure. Key pillars of the existing model, including the NSW Quality Framework and the performance assessment process, will continue to be maintained throughout this transition. The transitional phase will not impact the 2026-27 Smart and Skilled contract review process. For more information email: smartandskilled.enquiries@det.nsw.edu.au

High Load, Short Supply Roadshow – NSW Workshop

As part of its national series of engagement, the Executive Officer attended the High Load, Short Supply roadshow event at the Paramatta. PSO unpacked how the energy landscape is changing, what critical skills will be required for the energy transition journey. Factors influencing productivity in the energy workforce and the importance of a positive culture and diversity in unlocking potential within the energy sector and the potential candidate pool.

The roadshow allowed plenty of opportunity for discussion and the sharing of views and perspectives. Information obtained will help to inform the 2026 industry workforce development report.

NATIONAL UPDATE

Review of the UEE Training Package- Updates

As reported last month, the whole UEE Training Package is currently being reviewed. This includes the review of 74 qualifications, 552 units of competency, and 75 skill sets.
What has been drafted up so far **for consultation in May 2026,**

UEE209xx Certificate II in Electronics
Key amendments include:

- Five existing entry-level electronics-related qualifications (computer assembly, data and voice, electronic assembly, antennae equipment and electronics) have been consolidated into a single qualification, UEE209xx Certificate II in Electronics.
- The new qualification introduces a single core with structured specialisation pathways in Electronic Assembly, Electronic Technology, Data & Voice and Computer Assembly, replacing separate qualifications that previously covered these outcomes.
- Packaging moves from weighting-point based structures (360–420 points with large elective lists) to an 11-unit model (6 core plus 5 electives), simplifying packaging rules while retaining options for specialisation and generalist outcomes.
- Common electrotechnology and WHS outcomes (e.g. ELV wiring, DC circuits, drawings/specifications, basic assembly and fault repair) are retained and re-expressed through a smaller, integrated core and shared elective groups.
- Mapping information identifies equivalence between the new qualification and four of the existing qualifications (UEE20520, UEE20720, UEE20920, UEE21920) via named specialisations, while UEE21220 is identified as not equivalent

UEE3082X Certificate III in Electrotechnology Electrician
Key amendments include:

- Qualification code changed from UEE30820 to UEE3082X, with Release 1 of the new qualification mapped as a major change from the current qualification.
- Packaging rules changed from a points-based structure (990 core + 120 general elective weighting points) to a core-only model in which all listed core units must be completed.
- Core unit set has been substantially redesigned: multiple existing UEECD/UEEEL core units have been replaced or consolidated into new or revised UEEEL units, including new portfolio-focused units (UEEEL3001, UEEEL3099) and a new foundational trade skills unit (UEEEL30XX).
- Foundation skills section has been reframed, with detailed foundation skills "to be determined" and explicit recognition of digital literacy as an essential foundation skill. Levels will be assigned once units of competence have been developed.

UEE312XX Certificate III in Instrumentation and Control

This qualification has undergone a major change resulting in a Not Equivalent determination. Key amendments include:

• Qualification restructured from weighting points (1060 total) to unit count system (21 units: 17 core + 4 elective)

• Core units reduced from 22 to 17; two units consolidated into one (UEEIC0022 and UEEIC0023 merged into UEEIC30XX), two units moved to core from electives (UEEIC0046, UEEIC0004), two superseded units replaced with new codes (UEECD3043, UEEIC3013)

• Six units removed from core: UEECD0019, UEECD0020, U EECD0051, UEEIC0031 (moved to elective), UEERE0001, UEERL0004 (moved to elective)

• Elective groups restructured: Group A renamed to "Instrumentation, control and process systems" (8units); Group B renamed to "Electrical, electronic and systems support" (5 units); all imported/common electives removed

• Elective rules changed: minimum 2 from Group A, up to 2 may be imported from other Training Packages at this AQF level

• Qualification description rewritten to PSO format with AQF Level 3 autonomy language

• Foundation Skills Outcomes section added with Digital Literacy Level 3

• Mandatory Workplace Requirements section added

• Licensing/Regulatory Information section updated to acknowledge jurisdictional variation

• Qualification description refined to remove references to "electronic systems", "switchgear maintenance" and "complex systems" to align with instrumentation role scope at AQF Level 3

• Foundation skills Digital Literacy wording adjusted to AQF Level 3; removed "advanced/complex"; replaced "industrial networks" with "control systems"; retained PLC/HMI interaction intent

• UEECO0028 competency development unit removed from core (limited vocational relevance; guidance to be handled via CVIG)

•UEECD0051 removed as redundant; drawings requirements covered by UEEIC0047/UEEIC3047

• Licensing/regulatory statement flagged for QA/regulator review to clarify intent (entry vs outcome vs work licensing); final wording pending

UEE426XX Certificate IV in Electrical Equipment in Hazardous Areas

A revised Certificate IV has been drafted to establish a clearer, industry-aligned hazardous areas electrical qualification outcome and to address stakeholder concerns about the current qualification's relevance and packaging. Key amendments include:

•Qualification drafted as UEE426XX with a defined vocational outcome focused on hazardous area electrical work (determine explosion-protection requirements, safe entry/work in hazardous areas, and installation/commissioning/testing/maintenance of explosion-protected equipment and systems)
•Packaging rules set at 12 units' total: 8 core units + 4 elective units, with up to 1 imported unit permitted at the same AQF level where it supports the vocational outcome
• Core units drafted to include the six hazardous areas units that make up the EEHA skill set, ensuring the Certificate IV core reflects the baseline EEHA competencies commonly delivered in industry
•Core also includes a WHS unit and a planning unit to support safe practice and work planning expectations at Certificate IV level
• Electives structured into functional groups to separate engineering/compliance functions from overhaul/repair functions, reflecting stakeholder feedback that overhaul/repair work is distinct from typical on-site installation/maintenance roles
• Entry requirements set to align with the occupational intent (Certificate III electrician or unrestricted electrician licence/equivalent)
• Foundation skills outcomes included (including digital literacy outcomes) to meet template requirements and clarify expected underpinning skills

To ensure NSW stakeholders views are heard and included, it is important that you stay on top of changes that are on foot. I will be sending out drafts of proposed new qualifications and units of competencies (UOC) as soon as they become available. **If you wish to be on the direct mailing list for specific qualifications, please email me at melissa@uensw.com.au and indicate which qualifications you are specifically interested in.** Sector specific qualification & UOC consultations will potentially start as early as next month.

Building the Energy Workforce Australia Needs

New National research shows where industry can make the greatest difference. Australia's energy workforce gap is not about a lack of options, it's about misalignment. That is the central finding of the Foundations for Energy: Literacy and Numeracy for Energy Jobs project, a four-stage national research initiative led by the Powering Skills Organisation (PSO) and delivered through desktop analysis, occupational survey, curriculum assessment and pathway mapping.

The research is unambiguous: numeracy is the critical constraint. Using the Australian Core Skills Framework (ACSF) as a consistent benchmark, the project found that most senior secondary school pathways develop numeracy at ACSF Level 3, while energy sector trade training, particularly the Certificate III in Electrotechnology, requires Level 4. Literacy is broadly adequate. Learning capability, the ability to self-manage as a learner, is the hidden enabler that determines whether apprentices persist when the technical demands increase.

Risk concentrates at three predictable points: subject selection in Years 9 & 10, the school-to-VET transition, and the first two years of apprenticeship, where 85% of electrotechnology cancellations occur. Numeracy demands spike sharply in second-year units, coinciding precisely with peak attrition. Level 4 is the non-negotiable threshold. Most school pathways stop at Level 3. Coordinated, pathway-wide action, not late remediation, is the solution**.**

For NSW stakeholders, this research provides a robust evidence base for action: communicating numeracy requirements to students and families before Year 9 subject selection; advocating for better-sequenced VET qualification design; and ensuring free bridging supports; Studiosity, RESN, Khan Academy, Wootube, AMSI Calculate, are systematically activated at high-risk transitions, not left to chance. More information on the project is available at https://poweringskills.com.au/project/foundation-for-energy-literacy-and-numeracy-for-energy-jobs/

If you would like to contribute to this News Service, please feel free to write to the undersigned accordingly. Thank you.

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Kind regards
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