



Australian
Industry and
Skills Committee

UEE ADVANCED DIPLOMA OF ENGINEERING TECHNOLOGY – ELECTRICAL

Case for Change

Name of allocated IRC(s): Electrotechnology
Name of the SSO: Australian Industry Standards

1. Administrative information

For a list of the products proposed to be reviewed as part of this project, please see Attachment A.

Name of IRC(s):	Electrotechnology
Name of SSO:	Australian Industry Standards

1.1 Name and code of Training Package(s) examined to determine change is required

UEE Electrotechnology Training Package

2. The Case for Change

For information on the job roles to be supported through the proposed qualifications updates, enrolments data, completion rates, and the number of RTOs delivering these qualifications please see Attachment B.

2.1 Rationale for change

During the transition of UEE11 to UEE, in compliance with the 2012 Standards for Training Packages, additional assessment conditions were added to units linked to electrical licencing to ensure the skills and knowledge covered in those units were applied in the workplace. This addition was very important to meet industry's expectations for those units.

Eight of those units appear in the core of UEE62120 Advanced Diploma of Engineering Technology. This qualification is a direct entry Advanced Diploma intended for candidates that will never work as electricians, nor acquire an Electrician's Licence. This qualification is delivered to two main target cohorts: overseas students seeking an entry level qualification in Electrical Engineering; and domestic students seeking a pathway to further higher education study in Electrical Engineering. Few of these candidates will have the opportunity during their training to apply the skills and knowledge in an actual workplace and the assessment conditions, which are very important for Certificate III electrical apprentices (and those undertaking post-trade training), create a barrier for the primary audience for the Advanced Diploma qualification.

This project will create new replacement units covering higher level theoretical concepts that will be more appropriate for entry level Electrical Engineering.

Without the proposed new units, the qualification is no longer viable for delivery.

2.2 Evidence for change

Increasing investments in infrastructure projects provide job-creation opportunities to assist the rebuild of Australia's economy. Electrical Engineers will be integral to the design and implementation of these projects.

The introduction of assessment conditions into units of competency linked to licencing is integral to ensuring a strong electrical licencing regime in Australia. However, it is not appropriate for these units of competency to be included in the core bank of a qualification intended for people who will never work as an Electrician. The skills and knowledge covered should be more accurately targeted at the entry level requirements for Electrical Engineers.

With more than 1800 enrolments in the Advanced Diploma over the last three years, there is clear demand for this pathway qualification. Closely aligning core units to the vocational destinations of graduates will solve the current issue, whilst also improving outcomes for both graduates and their future employers.

2.3 Consideration of existing products

Existing units of competency will be reviewed to bring them in line with current industry practice.

New units need to be developed to cover high level theoretical concepts. Existing units that cover similar content already are linked to electrical licencing and have extensive performance evidence requirements. This qualification is delivered in an institutional environment and graduates often use it as a pathway to higher education.

Units from other industry Training Packages will be considered for importation.

2.4 Approach to streamlining and rationalisation of the training products being reviewed

This is a unique qualification aimed at a specific target audience and is not appropriate for streamlining and rationalisation.

The primary driver for this project is to differentiate the qualification from others in UEE Training Package because of the niche target audience it is intended for.

3. Stakeholder consultation

3.1 Stakeholder consultation undertaken in the development of Case for Change

*For a full list of industry-specific stakeholders that actively participated in the stakeholder consultation process undertaken to develop the Case for Change, please see **Attachment C**.*

The need for a review of this qualification was identified soon after endorsement of Release 2.0 of the UEE Electrotechnology Training Package.

Stakeholders have advised that the workplace assessment requirements within the units proposed for replacement are not suitable for delivery to the intended learners. Feedback also suggests the content of the units is not appropriate because they are aimed at electricians, rather than those entering a pathway to becoming an Electrical Engineer.

Development of the Case for Change involved consultation with stakeholders via the following communication mechanisms:

- Stakeholder webinars
- Face to Face meetings (Virtual)
- AIS Website
- Stakeholder networks
- Teleconferences
- Emails

The work was outlined during a webinar which included representatives from all States/Territories and regional areas of those jurisdictions. Feedback on the proposed work was invited during the webinar.

The work was posted in the Engagement Hub of the AIS website and feedback invited.

Notification of the opportunity to provide feedback through the Electrotechnology webinar, or in writing through the Engagement Hub, was provided to over 1,100 Electrotechnology sector stakeholder subscribers.

3.2 Evidence of Industry Support

For a list of the issues raised by stakeholders during consultation and the IRC's response to these, please see Attachment D.

No objections to the proposed review of the qualification were raised during the consultation process. There is strong support for the review because the current qualification is not fit for purpose for the target audience. This was reinforced during the webinar conducted for the Electrotechnology industry on 26 March 2021 which had 80 participants.

The work was outlined during a webinar the Electrotechnology webinar. The proposed work was also detailed in the Engagement Hub of the AIS website for stakeholders to review and provide feedback, and no issues were raised in response.

3.3 Proposed stakeholder consultation strategy for project

Note: For a full list of industry-specific stakeholders who are planned to be contacted to participate in the stakeholder consultation process undertaken for this project, please see Attachment E.

Key Industry stakeholders will be identified in consultation with industry regulators, associations, and the Electrotechnology IRC.

A general invitation to participate on the project Technical Advisory Committee (TAC) will be sent to all Electrotechnology subscribers. Targeted invitations will also be sent to known technical experts.

AIS, on behalf of the Electrotechnology IRC, will promote the opportunity to contribute through stakeholder webinars, the AIS website, EDM's, AIS newsletter and public notifications. Stakeholders will also be notified of key milestones throughout the life of the project, including requests for feedback on draft materials.

Stakeholder engagement and consultation will occur over the life of the project via a combination of the following methods:

- Direct engagement: Face to face consultations, Site visits, Phone, emails, video/teleconferencing meetings
- Industry forums and conferences
- Webinars
- Online feedback mechanisms
- STA direct engagement

Given the size of Australia and all stakeholders are not centrally located in major cities, a range of consultation strategies will be used so stakeholders in rural, regional and remote areas, and in smaller jurisdictions have multiple avenues to provide feedback.

This includes but is not limited to, online/video consultation, email correspondence and promotional activity via targeted communications including social media. A recently developed Engagement hub on the AIS website provides a one stop portal for information about how all stakeholders can participate and inform Training Package development work.

4. Licencing or regulatory linkages

This review will intentionally remove any links to licencing within this qualification.

5. Project implementation

5.1 Prioritisation category

It is proposed that this be routine review conducted over a twelve-month period to enable considered review of highly technical content.

Release 2.0 of the UEE Training Package was primarily a transition project and did not include the review of content in its scope. The need for this review was identified during the transition of UEE11 content which was identified as substantially out of date.

5.2 Project milestones

Key project milestones include:

- AISC project approval – June 2021
- Technical Advisory Committee (TAC) formed – August 2021
- Draft 1 consultation: January-February 2022
- Stakeholder validation: March-April 2022
- Quality Assurance: April-May 2022
- Final consultation with states and territories: May -June 2022
- CfE submitted for approval: 30 June 2022

5.3 Delivery or implementation issues

None have been identified to date.

6. Implementing the Skills Minister’s Priority reforms for Training Packages (2015 and October 2020)

The project submission will support industry’s expectations for training delivery and provide a revised Companion Volume Implementation Guide (CVIG) to support delivery of the new products.

This Case for Change was agreed to by the Electrotechnology IRC

Name of Chair

Signature of Chair

Date

Attachment A: Training Package components to change

Australian Industry Standards

Contact details: David Dixon - Chief Operating Officer

Date submitted: TBA

Project number	Project Name	Qualification / Unit / Skillset	Code	Title	Details of last review (endorsement date, nature of this update transition, review, establishment)	Change Required
9	Advanced Diploma of Engineering Technology – Electrical	Qualification	UEE62120	Advanced Diploma of Engineering Technology – Electrical	05/Oct/2020 - Transition	Update
9	Advanced Diploma of Engineering Technology – Electrical	Unit	New Unit	Solve problems in LV electrical apparatus and circuits	NA	New
9	Advanced Diploma of Engineering Technology – Electrical	Unit	New Unit	Arrangement of electrical circuits, control and protection	NA	New
9	Advanced Diploma of Engineering Technology – Electrical	Unit	New Unit	LV electrical wiring systems and cables	NA	New
9	Advanced Diploma of Engineering Technology – Electrical	Unit	New Unit	Solve problems in LV machines	NA	New
9	Advanced Diploma of Engineering Technology – Electrical	Unit	New Unit	LV circuit cable, cord and accessory termination	NA	New

Attachment B: Job role, enrolment information, the number of RTOs currently delivering these qualifications

Please set out the job roles to be supported through the updated qualifications, enrolment data over the past three years in which data is available for each qualification, completion rates for each qualification, and the number of RTOs delivering these qualifications.

Job role	Qualification to be updated to support the job role	Enrolment data (for the past three years)	Completion rates (for the past three years)	Number of RTOs delivering (for the past three years)
312312 Electrical Engineering Technician	UEE62120 Advanced Diploma of Engineering Technology – Electrical	1818	454	9

Attachment C: List of stakeholders that actively participated in the consultation process of the Case for Change

Active participation has included stakeholders from the following organisations across all states and territories within Australia:

- Industry Reference Committee (IRC) Representatives
- Technical Advisory Committees
- Employers (Non-IRC)
- Peak Industry Bodies
- Unions
- Regulators
- RTOs
- Other/Consultants

Attachment D: Issues Raised by Stakeholders during consultation on the development of the Case for Change

Stakeholder Type	Issues Raised	IRC's Response to Issues Raised
Industry Reference Committee (IRC) Representatives	NIL	NA
Peak Industry Bodies	NIL	NA
Employers (Non-IRC)	NIL	NA
Regulators	NIL	NA
Registered Training Organisations (RTOs)	NIL	NA
Training Boards/Other	NIL	NA
State and Territory Training Authorities (STAs)	NIL	NA
Unions	NIL	NA
<i>Please add other categories as appropriate</i>	NIL	NA

Attachment E: List of stakeholders to be contacted as part of the development of the Case for Endorsement

Active participation has included stakeholders from the following organisations across all states and territories within Australia:

- Industry Reference Committee (IRC) Representatives
- Technical Advisory Committees
- Employers (Non-IRC)
- Peak Industry Bodies
- Unions
- Regulators
- RTOs
- Other/Consultants