UEE Full Training Product Review

Technical Committee Briefing Note — 28 July 2026

Summary of key decisions, risks and opportunities discussed at the July 2026 Technical Committee meeting (Meeting 8).

Project Progress Update

The UEE Full Training Product Review continued its high-volume drafting, review and quality assurance phase at Meeting 8, held on 28 July 2026. The Committee considered an extended agenda spanning governance matters, the workplace evidence policy framework, the updated low voltage rescue and emergency response unit, and nine training products at varying stages of development, ranging from qualifications nearing completion and ready for public consultation through to early-stage structures presented for initial in-principle agreement.

The Committee reaffirmed its focus on reaching a settled workplace evidence position ahead of public and government consultation later this year, while progressing a substantial slate of qualification reviews spanning electrical, refrigeration, fire detection, hazardous areas and systems integration disciplines. Several qualifications progressed via Committee poll, with formal outcomes to be confirmed and reported back to members.

Key Decisions

- **Meeting 7 minutes endorsed:** The Committee confirmed the accuracy of the previous meeting's minutes. Status: Resolved.
- **Conflict of interest declarations reaffirmed:** Members are to complete the conflict of interest survey (including declaring “no conflict” where applicable) and review their position on an ongoing basis as agendas change; the survey is to be updated to allow selection of conflict type. Status: In Principle.
- **Four-unit progressive workplace evidence model:** General support confirmed to continue developing the model, with wording refinements to balance apprentice and assessor responsibility and dedicated implementation and assessment methodology guidance to be produced. Status: In Principle.
- **Low voltage rescue and emergency response unit (updated draft):** Not yet finalised. Key changes discussed included broadening the unit's application beyond electrotechnology, adding an isolation-confirmation requirement, and adding post-incident debriefing content; CPR content is to be retained in knowledge evidence only, consistent with the existing prerequisite arrangement. Status: Deferred, with further comment and revision to follow.

- **Certificate III in Electrical Fitting (standalone qualification):** Restructure supported in principle via Committee poll, including a description update to clarify installation-work exclusions, review of the elective bank size, and inclusion of relevant cross-disciplinary elective units. Deletion of the Certificate III in Switchgear and Control was supported in principle, subject to confirming that licensing-relevant units remain available and confirming stakeholder support. Status: In Principle.
- **Certificate II in Electrotechnology:** General acceptance of the structure and rationale, including a deliberately lower entry pitch and new elective units covering smart home technology fundamentals, industrial control, systems integration fundamentals and First Nations energy literacy. Status: In Principle.
- **Certificate III in Fire Detection and Control:** Generally supported as the qualification nearest to completion in the review, comprising 26 units of competency with a non-mandatory recommended delivery sequence prepared. Status: In Principle.
- **Certificate III in Systems Integration (replacing Certificate III in Custom Electronics):** Poll conducted seeking support for the restructured qualification and release for feedback; outcome to be confirmed and reported back. Status: In Principle.
- **Advanced Diploma of Electrotechnology Systems (Non-Trade):** Poll conducted seeking agreement on the qualification structure only; outcome to be confirmed and reported back. Status: In Principle.
- **Diploma of Energy Management and HVAC-R Engineering (title to be finalised):** Poll conducted seeking support for the qualification structure, including a shift to an entry-requirement model rather than nesting a full Certificate III; outcome to be confirmed and reported back. Status: In Principle.
- **Certificate IV in Electrical Equipment Hazardous Areas:** Poll conducted seeking support for the qualification structure, including elective group changes; unit-level recoding from level 6 to level 4 still to be confirmed. Status: In Principle.
- **UEESS00171 Fire Detection and Alarm Systems – Installation, Maintenance, Commissioning and Servicing:** Skill set retained to enable existing electrotechnology workers to upskill into fire protection work, reflecting an industry-identified licensing need in Queensland and an anticipated similar arrangement in New South Wales. Entry requirement set as ACMA open cable registration rather than an unrestricted electrical licence, with prerequisites deliberately limited so the skill set functions as a genuine upskilling and cross-skilling pathway. Status: In Principle.
- **UEESS000XX Overhaul and repair of explosion-protected equipment:** General awareness accepted in principle, with a finalised version and full unit list to be brought back to the Committee. Status: In Principle.

Key Risks

- **Workplace evidence interpretation and assessment burden:** Placing too much self-assessment responsibility on apprentices could allow disengaged training providers to avoid proper oversight, while over-prescribing requirements could undermine authentic on-the-job evidence gathering.
- **Assessor judgement consistency:** Subjectivity in assessor judgement and variability between training providers cannot be fully addressed through unit wording alone.
- **Low voltage rescue unit wording:** Ambiguity in “apply basic life support” wording and potential duplication or currency issues with the CPR prerequisite unit; risk that references to a safety observer role could be misread as endorsing live electrical work.
- **Regulatory and licensing alignment:** Jurisdictional variation, including limited installation-work permissions in some states, requires ongoing attention to keep qualifications and units aligned with licensing requirements.
- **Elective structure constraints:** A narrow elective bank risks restricting legitimate trade pathways, including specialist and licensing-relevant routes.
- **Credit transfer and enrolment impact:** A deliberately lower Certificate II entry pitch reduces core credit transfer into related Certificate III qualifications, which may raise employer and provider concern about enrolment impacts.
- **Governance transparency:** Limited visibility of subject-matter-expert group discussion for Committee members without additional access, and historically low conflict-of-interest declaration rates relative to Committee composition.
- **Project volume and timing:** A high concurrent volume of qualifications and units under review creates scheduling and resourcing pressure; timely Committee feedback remains critical.
- **Unit duplication:** Significant repetition of units across the diploma and advanced diploma level (approximately 200 units identified) remains an ongoing consolidation challenge.

Key Opportunities

- **Extending the progressive workplace evidence model:** The model developed for electrotechnology could extend to other apprenticeship pathways, including refrigeration, as one of the two largest apprenticeship sectors.
- **Stronger implementation guidance:** Dedicated guidance and preferred assessment methodologies, to be developed through the IPM function, would give training providers a consistent framework for delivering the new workplace evidence units.
- **Cross-sector consultation and unit sharing:** Continuing work on cross-sector telecommunications and information and communications technology units, and on shared prerequisite units, would reduce duplication across training packages.

- **Stronger First Nations content and inclusion:** New energy literacy units support improved energy sector access for First Nations individuals, with broader applicability across the qualification.
- **Clearer career pathway awareness:** Positioning skill sets within apprenticeship pathways, and mapping future upskilling routes (for example, renewables, heating and cooling) earlier in training, would build learner awareness of adjacent trade opportunities.
- **Data-informed policy development:** Collecting completion, conversion and uptake data would help demonstrate the benefits of qualification changes to employers and providers.
- **New standalone qualification pathways:** Restructured and new training products in fire detection, systems integration, and hazardous-area equipment overhaul and repair supervision offer contemporary, industry-relevant training outcomes with clearer scope.