



Training Package Assurance Assessment Report

Powering Skills Organisation

FTB_ANN_2324_001 Creating a Training Product Gateway into the Energy Sector_Part B

s 22(1)

s 22(1)

Final Assessment

The further information provided demonstrates genuine effort to engage with ACARA about the design of the qualification and implementation issues identified throughout consultation. These issues, particularly related to trainer capability, curriculum, and other training/assessment resources continue to raise questions about whether the qualification can be implemented in a Year 10 educational setting. However, we note the intention to provide dedicated support to schools and other delivery partners to address these issues.

We strongly encourage ongoing engagement with ACARA during the planned implementation promotion and monitoring (post-qualification endorsement) project.

The small number of outstanding items related to the content and structure of the units of competency have been addressed.

**Pages 3-4 removed under section 22(1)(a)(ii) of the
*Freedom of Information Act 1982.***

**These pages contain information that would reasonably be
regarded as irrelevant to the request for access.**

Assessment Outcome

This report details the assurance assessment findings against the assurance assessment groups and identifies whether action is required to demonstrate compliance with the Training Package Organising Framework (TPOF). A summary of these findings is recorded below:

s 22(1)

Consultation Process	No Action Required	N/A	N/A	N/A
Consultation Log	Action Required	Action Required	Action Required	Addressed

s 22(1)

Assessment Scope

In preparing the Assurance assessment report, consideration has been given and reference made, where relevant, to:

- information provided by stakeholders as part of consultation logs, emails, letters, etc
- information provided in the Submission Form or the submission process directly by Powering Skills Organisation

The assessment included the review of the qualification and the following units of competency that require endorsement:

Code	Title
UEEFS2001	Explore energy sector occupations and develop a career profile
UEEFS2002	Develop foundation skills required for entry to the energy sector
UEEFS2003	Work safely and sustainably in the energy sector
UEEFS2004	Use basic tools and electronic components in the energy sector
UEEFS2005	Explore renewable energy systems
UEEFS2006	Explore industrial gases in the energy sector
UEEFS2007	Explore climate control and energy efficiency systems
UEEFS2008	Explore data and automation in smart energy systems
UEEFS2009	Explore battery storage and vehicle-to-everything energy systems
UEEFS2010	Explore heavy electrical mobile plant in mining and resource industries

How to interpret this report

The assurance assessment has identified that action is required to rectify one or more areas of the Training Package submission to demonstrate compliance with the TPOF.

Where action is required, the following information has been documented under the respective group:

Key sources of evidence:

The evidence used to determine the finding will be listed. This may include reference to the specific supporting documentation provided or the Submission Form.

Evidence Analysis:

Sub-headings are used to identify the findings against the specific part of the group.

Each finding is numbered throughout the report and include a succinct description of the reason for the finding.

Action required:

The action required by the JSC to address the finding is provided in the column directly next to it.

Addressing the actions required may involve, but is not limited to:

- Additional consultation activities with industry groups, industry bodies, or individuals etc.
- Submission of further information or evidence.
- Correcting or amending training products.

Detailed Assessment Findings

Additional evidence received 14 April 2026

Consultation Activity

Key Sources of Evidence

- PSO Response Summary_20260414.docx
- Additional Consultation PSO - ACARA_March-April 2026.pdf

Evidence Analysis		Action Required
Consultation Log		
Consultation Log Content		
3.	The further information presented demonstrates genuine effort to engage ACARA in discussion about the design of the qualification and any implementation issues arising. While the Response Summary states that “ACARA did not identify any substantive implementation issues that would prevent delivery of the qualification in a school setting”, the email itself shows there was no feedback about the qualification. We note that you have made several attempts to engage with the authorities responsible for senior secondary education standards, including ACARA.	Nil.

s 22(1)

THIRD REPORT FINDINGS – for reference only**Additional evidence received 20 March 2026****Consultation Activity****Key Sources of Evidence**

- PSO Response Summary_20260320.docx
- E04_Targeted stakeholder list for AprSep rounds.xlsx
- E05_Consultation comms pack Nov-Apr-Sep.pdf
- E06_Borealis comms pack Sep 2025 invitations.pdf
- E07_Career Industry Council of Australia engagement.pdf
- E08_National curriculum authority correspondence (ACARA).pdf
- E09_WA curriculum standards authority engagement.pdf
- E10_SA Dept of Edu engagement.pdf
- E11_NSW School authority-Catholic Schools engagement.pdf
- E12_ACT School-VETis provider engagement.pdf
- E13_QLD Curriculum authority-Gov Edu engagement
- E14_Vic Curriculum-School
- E15_2025-26 Activity Project Submission - Gateway - Switched On.xlsx

Evidence Analysis		Action Required
Consultation Log		
Consultation Log Content		
3.	The evidence presented does not demonstrate engagement with the authorities responsible for senior secondary education standards. 'E06_Borealis comms pack Sep 2025 invitations.pdf' includes a list of people/organisations who were sent an email advising consultation was open in Sept 2025. It includes ACARA (National), BSSS (ACT), NESA (NSW), NTBOS (NT), and VCAA (VIC), however, doesn't demonstrate engagement.	Attempts to engage with state and territory authorities and the complexities associated with national curriculum is noted. Given ACARA is responsible for national curriculum, undertake additional engagement with ACARA seeking feedback about implementation issues and the design of the qualification.

THIRD REPORT FINDINGS – for reference only

Evidence Analysis	Action Required
‘E08_National curriculum authority correspondence (ACARA).pdf’ includes the original request to ACARA made in September 2025 which was followed up in October 2025. The survey response submitted by ACARA in October is summarised in the consultation log which includes feedback stating that “...several units may require simplification and scaffolding to ensure accessibility for Year 10 learners.” No additional engagement with ACARA is presented in this evidence. ‘E09_WA curriculum standards authority engagement.pdf’ describes a presentation made by PSO to ACACA in February 2025, however, does not describe any feedback or evidence of support from ACACA. ‘E10_SA Dept of Edu engagement.pdf’ includes information about the process for PSO to apply for the qualification to be listed on the 2027 Vocational Education and Training (VET) Courses for School Students list, however, does not describe feedback about or support for the qualification. ‘E12_ACT School-VETis provider engagement.pdf’ includes a request for advice about packaging FSK units to prepare students to enter the Career Start qualifications. It’s not clear whether the Gateway qualification was discussed during the meeting nor whether ACT BSSS was involved in or aware of the meeting. ‘E14_Vic Curriculum-School’ includes early engagement with a technical college (Harvester) but no evidence of support from them. Engagement with VCAA appears to be limited to whether Gateway duplicates VCAA proposed accredited courses.	
Senior Officials Check	

**Pages 12-14 removed under section 22(1)(a)(ii) of
the *Freedom of Information Act 1982*.**

**These pages contain information that would reasonably be
regarded as irrelevant to the request for access.**

SECOND REPORT FINDINGS – for reference only**Additional evidence received 23 January 2026****Consultation Activity****Key Sources of Evidence**

- 2026_01_23 PSO Response Summary.docx
- 10.Attachment B – Consultation Log_FTB_ANN_2324_001_PartB_v2.xlsx
- Engagement with ACARA.pdf
- SRO Check_Evidence.pdf
- 2025-2026 Activity Project Submission – Gateway Switched On.docx

Evidence Analysis		Action Required
Consultation Log		
Consultation Log Content		
1.	The consultation log has been updated. For example, instances of Senior Responsible Officer (SRO) correspondence have been added to an SRO Consultation tab, capturing contacts and a summary of feedback.	Nil.

SECOND REPORT FINDINGS – for reference only

Evidence Analysis	Action Required
3. The Response Summary indicates that PSO has not established contacts with the authorities responsible for senior secondary education standards in each state and territory. These authorities are responsible for determining whether vocational qualifications can be implemented within senior secondary certification frameworks in their jurisdiction. Evidence of engagement with the Australian Curriculum, Assessment and Reporting Authority (ACARA) as the national curriculum authority was provided, and brief feedback from ACARA is recorded in the Consultation Log. Feedback about the draft consultation strategy for this project was provided to you on 18 June 2024 outlining the expectation of the Assurance Body that “consultation with Boards of Senior Secondary Studies (or equivalent)” would be required for a qualification intended for delivery in schools. Further, the technical committee meeting minutes from February 2025 instruct PSO to consult with schools and funding bodies. Although feedback was captured from schools and teachers via surveys, the absence of targeted engagement with the relevant curriculum and certification authorities means the consultation evidence does not demonstrate whether the qualification is implementable within each state and territory’s senior secondary arrangements.	Undertake additional engagement with the authority responsible for senior secondary education standards (e.g. boards of senior secondary studies or equivalent) in all states and territories including seeking feedback about implementation issues and the design of the qualification. Provide evidence of this engagement.

s 22(1)

**Pages 17-22 removed under section 22(1)(a)(ii) of
the *Freedom of Information Act 1982*.**

**These pages contain information that would reasonably be
regarded as irrelevant to the request for access.**

INITIAL REPORT FINDINGS – for reference only**Consultation Activity****Key Sources of Evidence**

- 00.FTB_ANN_2324_001_PartB_TPOF 2025 Training Product Submission Form v1.0
- 10.Attachment B - Consultation Log_FTB_ANN_2324_001_PArtB_v1.xlsx
- 10.Consultation Summary 2-Project Scoping Engagement Activity Apr–May25_FTB_ANN_2324_001_PartB
- 10.Consultation Summary 3-Final Draft Consultation Sep–Oct25_FTB_ANN_2324_001_PartB
- 11.SRO Check_FTB_ANN_2324_001_Part B.pdf
- 2025_12_18 JSC response to SA SRO.msg
- 06.Tech Committee Statement_FTB_ANN_2324_001_PartB

Evidence Analysis		Action Required
Consultation Log		
Consultation Log Content		
1.	The consultation log does not describe the full breadth of consultation activities undertaken. For example: • The consultation log does not include instances of the request for Senior Responsible Officers (SROs) checks nor responses received from SROs. • It is known that the South Australian Skills Commissioner provided feedback on this project in July 2025 which is not recorded in the consultation log. It is noted that: • There is one comment in the ‘Individual Feedback Summary’ tab classified as SRO feedback during initial consultation on 20 December 2024. However, this feedback doesn’t appear to be from a nominated SRO. • There is one comment in the high level summary stating the South Australian (SA) Skills Commissioner does not support the submission.	Update the consultation log to include all instances of consultation including the SRO check.

INITIAL REPORT FINDINGS – for reference only

Evidence Analysis	Action Required
2. There are lines of feedback in the Consultation log with blank cells. For example, rows 82-92 and 119-128. It can be assumed, for example, rows 82-92 record feedback from the Electrical Manufacturing and Utilities Industry Training Council, however, this is not completely clear as columns B through G are blank.	Nil. <u>Future submissions</u> Ensure stakeholders are clearly identified for each entry in the consultation log. Note: if the assumption is incorrect (that the blank rows are attributed to the stakeholder listed in the preceding row), please update and resubmit the consultation log to ensure the full details are recorded for each row.
3. Schools and other education bodies are often listed under ‘other’ in the Stakeholder Type column making it difficult to understand the breadth of consultation with this critical cohort. For example, consultation with boards of senior secondary studies or equivalent in all jurisdictions is unclear.	Provide evidence of engagement with the authority responsible for senior secondary education standards (e.g. boards of senior secondary studies or equivalent) in all states and territories including any feedback about implementation issues and/or design of the qualification.

s 22(1)

**Pages 25-31 removed under section 22(1)(a)(ii) of
the *Freedom of Information Act 1982*.**

**These pages contain information that would reasonably be
regarded as irrelevant to the request for access.**



Training Package Assurance Evaluation Report

s 22(1)

About this submission

The original purpose of this project was to review and rationalise the suite of AQF Level 2 qualifications in the UEE Electrotechnology Training Package to create a single, fit-for-purpose qualification to encourage and support young people entering the energy sector.

Following initial consultation, Powering Skills Organisation (PSO) identified that industry required the existing AQF Level 2 'Career Start' qualifications to be maintained in the medium term. The activity was therefore separated into two projects.

- Part A (endorsed and published in November 2025): Comprised of updates addressing immediate implementation issues in the existing AQF Level 2 'Career Start' qualifications until a more fulsome review is undertaken during the ongoing UEE Full Training Product Review project.
- Part B (this submission): Development of a new 'Gateway' qualification (**Certificate II in Gateway to the Energy Sector**) that introduces learners, particularly those in a Year 10 school setting, to the breadth of energy sector industries and occupations. The qualification does not lead to a defined occupational outcome, instead provides early exposure to energy sector technologies and roles, supporting informed decision-making about future vocational pathways. It enables learners to develop and apply foundational energy sector knowledge and skills through structured, supervised project work.

This report addresses Part B of the project.

The updated Training Package Organising Framework (TPOF), in effect from 1 July 2025, provides an opportunity for industry to approach qualification development in a new way, supporting a purpose-driven approach to qualification design. The updated TPOF includes revised Qualification Development Quality Principles and a new unit of competency template (Appendix B: Application of Skills and Knowledge) which is designed to provide a greater emphasis on how skills and knowledge are applied in vocational qualifications.

s 22(1)

Complexity assessment

The submission was assigned a High complexity rating. The following factors contributed to the complexity rating determination.

- The project scope changed resulting in a formal variation to the project. As a result, the consultation activities undertaken varied significantly from the consultation plan proposed at the commencement of the project. Further analysis of consultation activities was required to ensure sufficient consultation was conducted.

s 22(1)

Stakeholder Consultation

PSO commenced its consultation focusing on rationalising the existing suite of UEE AQF Level 2 qualifications in November 2024. Through this initial consultation period, the energy sector industry called for two distinct entry level pathways for learners: one focussed on pre-apprenticeship skills (Career Start), and one focused on preparatory and exploratory learning (Gateway) designed for

early-stage learners to explore a range of energy-sector occupations before committing to a trade or specialist pathway.

The technical committee for this project included large and small employers, industry associations, Registered Training Organisations including TAFE, occupational regulators including the QLD Electrical Safety Office, the NSW Education Standards Authority, and the Electrical Trades Union of Australia.

Consultation on the 'Gateway' qualification concept commenced in April 2025 and included engagement with over 150 stakeholders including employers, state and territory industry training advisory bodies, schools and trade teachers, and Registered Training Organisations. The consultation log demonstrated that broad consensus was reached following the conclusion of consultation activities.

The Assurance Body identified a lack feedback from the authorities responsible for senior secondary education standards in each state and territory and found only brief feedback from the Australian Curriculum Assessment and Reporting Authority (ACARA). These authorities are responsible for determining whether vocational qualifications can be implemented within secondary and senior secondary certification frameworks. Further detail about how this issue has been resolved is provided in the 'Assurance Assessment details' section below.

s 22(1)

s 22(1)

Assurance Assessment details

s 22(1)

Consultation Activity

Updates to the consultation log were required for the Assurance Body to understand the breadth of consultation activity, particularly related to engagement with schools.

The initial assurance assessment indicated that consultation had not occurred with the authority responsible for senior secondary education standards in each state and territory. These authorities are responsible for determining whether vocational qualifications can be implemented within senior secondary certification frameworks in their jurisdiction. PSO provided additional evidence demonstrating contact with, but not feedback or support from, these key stakeholders. This impacted the Assurance Body's ability to assess whether the implementation issues described below

can be adequately managed through the proposed 'Implement, Promote, and Monitor (IPM)' project planned to occur following endorsement of this qualification.

Attempts to engage with state and territory authorities and the complexities associated with national school curriculum was noted. The Assurance Body asked PSO to undertake further engagement with ACARA (responsible for national curriculum up to and including Year 10 in secondary schools) seeking feedback about implementation issues and the design of the qualification. PSO provided evidence demonstrating a genuine effort to engage ACARA in discussion about the qualification and any implementation issues arising. No further feedback from ACARA was received. Further detail addressing implementation issues and qualification design is provided below.

The Assurance Body has strongly encouraged PSO to continue to pursue engagement with ACARA during the planned IPM project.

Implementation Issues

The consultation log included significant stakeholder feedback about implementation issues, particularly related to whether the suggested delivery model was realistic in a school setting. To address this in part, PSO has developed qualification-specific implementation guidance for UEE Certificate I and Certificate II Qualifications. It has been designed to assist RTOs, schools, and industry partners in the delivery and assessment of these qualifications, and provides supervision requirements and teacher capability guidance, a practical sequencing plan with sample activities and assessment evidence, and examples of how evidence can be clustered during the project related work. The Assurance Body noted a number of concerning issues in the initial targeted Companion Volume Implementation Guide (CVIG) submitted by PSO, including the provision of unrealistic training delivery timeframes. This included advice to schools to spend one entire 8hr day per week on one course/subject. This information was later removed and a revised suggested delivery framework has been included, supporting greater flexibility for schools while maintaining the rigour required for an AQF Level 2 outcome.

In addition, PSO proposed that their upcoming 'Gateway Switched On Implementation, Promotion and Monitoring (IPM) program' scheduled to commence following endorsement of this product, would further address implementation matters that arose through consultation. The Assurance Body considered that the initial IPM Activity Project Proposal did not adequately address stakeholder concerns relating to the practical implementation of the qualification in a school environment, nor did it outline how identified challenges will be resolved or supported through engagement with state/territory education departments and/or senior secondary education authorities. PSO submitted updated IPM program documentation including more detailed information about the issues to be addressed including reference to supporting individual state/territory curriculum structures. As noted above, the Assurance Body has strongly encouraged PSO to pursue engagement with ACARA during the planned IPM program.

There are several layers of policy and regulatory supports in place to ensure appropriate implementation of the qualification, including the Standards for Registered Training Organisations. In this context, the Assurance Body considers that the issues raised by stakeholders can be sufficiently managed by PSO through the planned IPM program.

**Pages 38-41 removed under section 22(1)(a)(ii) of
the *Freedom of Information Act 1982*.**

**These pages contain information that would reasonably be
regarded as irrelevant to the request for access.**