



**MASTER
ELECTRICIANS
AUSTRALIA**

Lead.**Connect.**

WA Jobs, Education and Training (WAJET) Occupation Advice Survey 2024

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17 January 2024



Please note MEA responded to an online survey.
This document is for members to view our responses.



Welcome to the Department of Training and Workforce Development's WA (DTWD) Jobs, Education and Training (WAJET) Survey 2024. This reporting/survey tool is designed for the UEEA Training Council to report on requested occupations to assist industry meet its current and future training needs.

1. THE OCCUPATION YOU ARE REPORTING ON:

Please submit a separate survey for each occupation.

ELECTRICITY, GAS, WATER AND WASTE SERVICES AND CONSTRUCTION

- ☐ 2333 - Electrical Engineers
- ☐ 2334 - Electronics Engineers
- ☐ 2633 - Telecommunications Engineering Professionals
- ☐ 3122 - Civil Engineering Draftspersons and Technicians
- ☐ 3123 - Electrical Engineering Draftspersons and Technicians
- ☐ 3124 - Electronic Engineering Draftspersons and Technicians
- ☐ 3132 - Telecommunications Technical Specialists
- ☒ 3411 - Electricians
- ☐ 3421 - Airconditioning and Refrigeration Mechanics
- ☐ 3422 - Electrical Distribution Trades Workers
- ☐ 3423 - Electronics Trades Workers
- ☐ 3424 - Telecommunications Trades Workers
- ☐ 3992 - Chemical Gas, Petroleum and Power Generation Plant Operators
- ☐ 3999 - Other Miscellaneous Technicians and Trades Workers (Fire Protection Equipment Tech)
- ☐ 7129 - Other Stationary Plant Operators (Waste, Water or Water Plant Operator)
- ☐ 8999 - Other Miscellaneous Labourers (Electrical or Telecommunications T/As)

Please complete this text box to provide any comments you would like to make on the above occupation:

Master Electricians Australia (MEA) is the trade association representing electrical contractors recognised by industry, government and the community as the electrical industry's leading business partner, knowledge source and advocate. You can visit our website at www.masterelectricians.com.au

2. OCCUPATION ADVICE: DEMAND AND SUPPLY

Using the following categories, please indicate the current level of demand for Q1 occupations on the rating scale below:

- ☐ **No Demand** - few or no job openings, high unemployment in the industry, no job growth prospects, potential for workers to transition to different industries. acquire new skills.
- ☐ **Low Demand** - job openings scarce, high unemployment in industry, limited job growth prospects, businesses not actively hiring.
- ☐ **Moderate Demand** - some job openings available, unemployment is moderate, steady job growth in some sectors, businesses cautiously hiring.
- ☐ **High Demand** - many job openings across various skill levels, low unemployment, rapid job growth and expansion, businesses actively hiring.
- ☒ **Very High/Critical Demand** - extreme shortage of skilled workers, minimal unemployment in industry, significant job growth (more openings than available workers), businesses urgently hiring, offering higher incentives. Shortages causing disruptions to industry.

How has industry been affected by the shortage of workers for Q1 Occupations?

Highly Affected



Moderately Affected



Slightly Affected



Not Affected



Not Applicable



Comment to support above response

As a member association, we are at the forefront of the electrical industry's concerns and complaints regarding operational issues. Our members are constantly demanding a resolution to the skills shortage crisis. We have been aggressively advocating that vocational education training in secondary schools (VETSS) with an equal weighting to ATAR is the long-term sustainable solution to the skills shortage.

Based on your response for the previous question, please indicate the reason(s) for this. Please select all that apply.

- ☒ Labour shortage - few or no applicants
- ☒ Qualification Shortage - few or no applicants with appropriate formal qualifications
- ☐ Experience Shortage - few or no applicants with the required levels of workplace experience to fill roles

Comment to support above response

As a member association, we are at the forefront of the electrical industry's concerns and complaints regarding operational issues. Our selected answers are representative of collective concerns raised by our members.

Using the following categories, please indicate what the future level of demand may be for the Q1 Occupations on the rating scale below.

- ☐ **Expected Decline in Demand** - the demand for workers is expected to decline with job opportunities being limited in the future
- ☐ **No Projected Demand** - it is likely that demand for workers is likely to remain steady or at current levels, with a need for workers to transition to other industries.
- ☐ **Low Demand** - the demand for workers in this field is expected to be below average and with job opportunities limited.
- ☐ **Moderate Demand** - the demand for workers in this field is expected to be relatively stable, with job opportunities available for qualified candidates. Growth is anticipated, but it may not be rapid.
- ☐ **High Demand** - there is expected to be a strong demand for workers in this field, with ample job opportunities for qualified candidates. Job growth is anticipated, and there may be a future shortage of skilled workers.
- ☒ **Very High/Critical Demand** - the demand for workers in this field is expected to be exceptionally high or projected to be at a critical level. It is expected there will be a significant shortage of qualified workers, with job opportunities likely to be numerous. Shortages may cause significant disruptions to industry.

What is likely to be driving this future level of demand?

Federal and State Governments are implementing private households and business electrification policies in pursuit of net zero targets. The necessary skills required for installation, maintenance and repair of Consumer Energy Resources (CER) will add to the currently existing skills shortage as consumer demand increases in response to changing technology.

Based on your above response for the future level of demand for Q1 occupations, please indicate when this demand is expected or likely to occur. Please select all that apply.

- ☒ Immediate horizon (up to 2025)
- ☒ Medium horizon (2025-2030)
- ☐ Long-term horizon (beyond 2030)
- ☐ Not applicable

Comment to support above response

Immediate and Medium Horizon: Consumer energy resource installation will significantly increase in response to government policies.

Long Term Horizon: An available skilled workforce will be necessary for ongoing maintenance and repairs.

What is the current supply of apprentices and trainees for Q1 occupations?

- ☒ **Under Supply** - not enough apprentices and trainees with specific qualifications or skills to meet the demand in the labour market with employers possibly struggling to find suitable candidates for job openings.
- ☐ **Meeting Demand** - the number of apprentices and trainees and the available job opportunities in a particular field or industry are being met and graduates are generally able to find suitable employment opportunities without significant difficulty.
- ☐ **Over Supply** - there is an excess of apprentices and trainees with specific qualifications or skills relative to the available job openings in the labour market leading to increased competition amongst graduates for a limited number of positions.
- ☐ **Not Applicable**

Comment to support above response

As a member association, we are at the forefront of the electrical industry's concerns and complaints regarding operational issues. Our selected answer is the collective response of our members.

What is the current supply of new entrants or graduates from the VET or University sectors for Q1 occupations?

- ☒ **Under Supply** - not enough graduates with specific qualifications or skills to meet the demand in the labour market with employers possibly struggling to find suitable candidates for job openings.
- ☐ **Meeting Demand** - the number of graduates and the available job opportunities in a particular field or industry are being met and graduates are generally able to find suitable employment opportunities without significant difficulty.
- ☐ **Over Supply** - there is an excess of graduates with specific qualifications or skills relative to the available job openings in the labour market leading to increased competition amongst graduates for a limited number of positions.
- ☐ **Not Applicable**

Comment to support above response

As a member association, we are at the forefront of the electrical industry's concerns and complaints regarding operational issues. Our selected answer is the collective response of our members.

What is the current supply of experienced or existing workers for Q1 occupations?

- ☒ **Under Supply** - not enough skilled/experienced workers to meet the demand in the labour market with employers possibly struggling to find suitable candidates for job openings.
- ☐ **Meeting Demand** - the number of skilled workers and the available job opportunities in a particular field or industry are being met and graduates are generally able to find suitable employment opportunities without significant difficulty.
- ☐ **Over Supply** - there is an excess of skilled workers relative to the available job openings in the labour market leading to increased competition amongst graduates for a limited number of positions.
- ☐ **Not Applicable**

Comment to support above response

As a member association, we are at the forefront of the electrical industry's concerns and complaints regarding operational issues. Our selected answer is the collective response of our members.

Industry may use the following education and training, and migration pathways to meet their skills and workforce development needs for Q1 occupations.

	Strongly Preferred	Preferred	Neutral	Least Preferred	Not Applicable
Employment Based Training (Apprenticeships/Traineeships)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Based Training (TAFE and other Training Providers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
In-House/Industry Developed/Vendor Training	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-Based Training, ie Pre-apprenticeships or Traineeships	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VET Delivery for Secondary School Students (VETdSS)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with No or Limited Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Migration (Interstate)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migration (International)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seasonal Workers/Pacific Australia Labour Mobility (PALM) Scheme	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please Specify in Text Box Below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Please provide any additional comments

Is there a need for greater promotion of the career development pathways for Q1 occupations?

☒ Yes

☐ No

Comment to support above response.

If possible, please include any suggested strategies to assist young people (including primary and secondary school age), Aboriginal and Torres Strait Islander Peoples, people from CALD backgrounds, and people with disability in promoting career pathways.

MEA advocate Vocational Education Training in Secondary Schools (VETSS) with an equal weighting to ATAR a long-term sustainable solution to the skills shortage crisis. The benefits include better equipped personnel entering the workforce, enhanced aptitude and competency screening, heightened attraction and retention and engagement by teenagers. MEA sees this as the pivotal role in actioning societal, structural and systemic change. VETSS can foster safe and supportive learning .

VETSS can foster safe and supportive learning environments. It is likely to encourage a greater number of students to engage with their secondary school learning as the curriculum is designed to extend beyond the traditional academic/commercial pathway of ATAR schooling, and motivate students who would otherwise be disengaged, to work towards their desired STEM career. environments. It is likely to encourage a greater number of students to engage with their secondary school learning as the curriculum is designed to extend beyond the traditional academic/commercial pathway of ATAR schooling, and motivate students who would otherwise be disengaged, to work towards their desired STEM career.

Are there any barriers experienced by overseas skilled workers for Q1 occupations?

☒ Yes

☐ No

If yes, what are the barriers experienced? For example, specific Australian training/licence requirements or mandatory migrant gap training.

If possible, please provide any suggestions to address these barriers.

In a joint industry response with NECA and the ETU, MEA responded to Government's 2023 consultation on *Best Practice Principles and Standards for Skilled Migration Assessing Authorities*. We advocated that current assessment methods should remain as they ensure rigorous frameworks to protect workers, the industries and consumers. Furthermore, we did not support the proposal to reduce English competency requirements as these are fluency is essential for safety in the electrical field. We emphasised that the main priority is to ensure the current industry licencing requirements are met to provide continued safeguarding of competency, skills and safety.

Are there any region specific issues or opportunities impacting on the supply and demand for Q1 occupations?

☐ Yes

☐ No

Please comment to support your response.

Rural and remote areas are particularly vulnerable to skills shortages as training resources are scarce in these areas. For many rural and remote areas, travel to the nearest tertiary education facility is too far to commit to training towards a career.

3. OCCUPATION ADVICE: EDUCATION AND TRAINING

While multiple qualifications may lead to the same occupational outcomes, please provide the mandatory or industry preferred qualification(s)/training for Q1 occupations. (If known, please include the national code and title (eg ICT40120 - Certificate IV in Information Technology, University Degree title, skill set title). Please use a separate text box for each qualification.

For each qualification/training, please address the following questions in your supporting response:

- What are the reasons that mandate this qualification training?
- To the best of your knowledge, is the qualification/training being delivered in Western Australia? If no, please provide reasons as to why.
- To the best of your knowledge, is the qualification/training meeting the needs of industry? If no, please advise why. For example, lack of access and/or availability of training, lack of required training facilities/resources/equipment.

Mandatory 1	CERT III Electrotechnology	
Mandatory 2	CERT IV Solar PV	
Mandatory 3		
Mandatory 4		
Industry Preferred 1		
Industry Preferred 2		
Industry Preferred 3		
Industry Preferred 4		

If no mandatory and/or industry preferred qualifications/training have been identified above, are there any training delivery or infrastructure concerns for Q1 occupations?

Lack of trainers and places in RTOs to complete block training in a timely manner, is affecting completions.

What other industry and/or training requirements (such as licences, mandatory work placements etc) are there for this occupation?

MEA is advocating for State Governments to implement policies which provide for harmonized inter-state recognition of qualifications. As it currently stands, an electrical qualification in one State is not automatically recognised in another State which inhibits inter-state hiring without the worker having to undergo additional testing (which will be a replication of qualification already received). This is contributing towards the electrical industry's skills shortage and efficient mobility of labour.

4. OCCUPATION ADVICE: FUTURE SKILL REQUIREMENTS

What are the future skill requirements (such as those related to Industry 4.0 green/clean energy developments, regulatory changes, Royal Commissions/government inquiries etc) for Q1 occupations?

When providing your response, please indicated when these skills will be required. If applicable, please include whether upskilling and reskilling of existing workers is required.

Short-Term (within the next 2 years)

Extra CERT IV: for design and installation of private consumer energy resources (Solar, Batteries, EV's)

Medium/Long-Term (3-5 years)

For any future skill requirements identified above, what curriculum products (such as new skill sets, changes to units of competency), licencing/regulatory requirements, or training infrastructure will be required.

Please indicate when these skills will be required.

Short-Term (within the next 2 years)

Medium/Long-Term (3-5 years)

CERT III to a CERT IV: for general electrical license, including extra modules for renewables.

5. OCCUPATION ADVICE: FOUNDATION SKILLS

Are you aware of any concerns in relation to the foundation skills (ie literacy, language, numeracy, digital and/or employability) levels of jobseekers or employees for Q1 occupation?

- ☒ Yes
- ☐ No
- ☐ Unsure

If yes, please describe the impact this may have had on worker productivity, retention, training and career progression.

Insufficient exposure to appropriate math curriculum. Transposing equations specific to the electrical industry and other relevant STEM trade (Algebra) and wave forms, equations specific to the electrical industry and other STEM trades (Trigonometry) is contributing towards unsuccessful attraction and retention of apprentices as these are key mathematical skills needed which many students have inadequate secondary school education towards.

If known, which foundation skills are most critical to improve in order to maximise productivity for Q1 occupations?

Please Select all that apply.

- ☒ Writing, eg Reports, Documents, Notes
- ☐ Oral Communication
- ☒ Reading Comprehension
- ☒ English Language
- ☒ Numeracy, eg Calculations, Measurement
- ☐ Use of Computers/Devices
- ☐ Teamwork and collaboration
- ☒ Self-Mangement
- ☒ Lifelong Learning
- ☒ Employability (Including Soft Skills)

Please provide any additional feedback you may have.

How can the Vocational Education and Training sector assist in addressing these foundation skills needs for Q1 occupations?

- ☐ Adult Community Education, eg Community Resource Centres, Literacy Tuition
- ☐ Foundation Skills Courses
- ☐ Foundation Skills Supports Embedded in Vocational Training
- ☐ Service Navigation/Referral to Appropriate Services
- ☐ Skill Sets
- ☐ Workplace-Based Training
- ☒ Other

Please provide any additional feedback you may have.

MEA advocate Vocational Education Training in Secondary Schools (VETSS) with an equal weighting to ATAR a long-term sustainable solution to the skills shortage crisis. The benefits include better equipped personnel entering the workforce, enhanced aptitude and competency screening, heightened attraction and retention and engagement by teenagers. MEA sees this as the pivotal role in actioning societal, structural and systemic change. VETSS can foster safe and supportive learning . VETSS can foster safe and supportive learning environments. It is likely to encourage a greater number of students to engage with their secondary school learning as the curriculum is designed to extend beyond the traditional academic/commercial pathway of ATAR schooling, and motivate students who would otherwise be disengaged, to work towards their desired STEM career. environments. It is likely to encourage a greater number of students to engage with their secondary school learning as the curriculum is designed to extend beyond the traditional academic/commercial pathway of ATAR schooling, and motivate students who would otherwise be disengaged, to work towards their desired STEM career.

6. OCCUPATION OVERVIEW AND SUMMARY

Please provide any additional feedback not previously provided in this submission for Q1 occupations.

The **WAJET OCCUPATION ADVICE SURVEY 2024** is anonymous, but if you would like to leave your name and contact details, please do so in the box provided below.

Full Name	<input type="text" value="Master Electricians Australia (MEA)"/>
Company	<input type="text"/>
Email Address	<input type="text"/>
Telephone/Mobile Number	<input type="text"/>