Applied research grants round 2 opportunity guidelines

TAFE Centre of Excellence
Health Care and Support

Research translation for the disability support services workforce

Grant opportunity opening time and date:	29 January 2026
Grant opportunity time and date :	11:00pm AEST 16 March 2026* Note: The TAFE Centre of Excellence Health Care and Support at TAFE Queensland may amend the closing date and time at its own discretion by issuing a notice to those registered in SurePact through the Application Portal. *Please note that any tech support for the Application Portal will close at 2:00pm AEST 16 March 2026
Administering entities:	TAFE Centre of Excellence Health Care and Support
Enquiries:	If you have any questions, contact: HealthCareSupportTCE@tafeqld.edu.au
Type of grant opportunity:	Open competitive (by application)

These Guidelines contain information for the TAFE Centre of Excellence Health Care and Support applied research grants (Grants) round 2.

These Guidelines must be read prior to applying, with particular attention afforded to:

- The purpose of the research grants
- The eligibility and assessment criteria
- The grant consideration and selection process
- How successful applications will be notified and the payment schedule
- The reporting expectations of Grantees
- Grantees' responsibilities in relation to the opportunity.

Note: The Centre welcomes research proposals from applicants with lived experience and endeavours to make our application process as inclusive as possible. If you require technical assistance with completing an application on the basis of disability please contact us, prior to 9 March 2026, via our email: HealthCareSupportTCE@tafeqld.edu.au.

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1. About TAFE Centres of Excellence

TAFE Centres of Excellence (the Centres) are joint initiatives between the Australian Government, and state and territory governments, which supports the development of a coordinated response to delivering a skilled workforce in strategically important industries as defined by the National Skills Agreement (the NSA or the Agreement).

TAFE Queensland has been selected to lead the TAFE Centre of Excellence Health Care and Support (Health Care and Support), a $35 million joint initiative between the Australian Government and the Queensland Government, with a focus on building the capability and capacity of the essential care and support sector by addressing the critical skills gaps, through education and training solutions, for the nursing, aged care, disability support, mental health and allied health care sectors.

Under the NSA (Section A112), the Centres are committed to facilitating partnerships with TAFEs, industry, unions, universities, Jobs and Skills Councils and governments to grow the skills needed by high-potential and strategically important industries and addressing workforce challenges that demand a coordinated response through:

- Providing national leadership in the delivery of skills, education and training and the dissemination of best practice;

- Developing and championing the innovative delivery of tertiary education, including higher-level pathways and the use of new technology to enrich students learning;

- Delivering appropriate education and training pathways for regional, rural, and remote communities, diverse cohorts, and First Nations communities; and

- Supporting applied research which investigates and provides solutions for real-world problems.

The Centre's applied research grants program addresses these areas through funding research partnerships which respond to the critical workforce, and education and training needs of the essential health and care sector.

Governance

The Centre is guided by the Steering Committee that includes representation from TAFE Queensland, the Queensland Government, industry, the university sector, and other relevant organisations to oversee project implementation and monitor outcomes. Core to the operations of the Grants is the facilitation of partnerships with key stakeholders and communities, which operate on the following principles:

- Collaboration: To inform education and training solutions that address industry, worker, student, and community needs.

- Effective governance: Supported by the Steering Committee, Subcommittees, and the formalisation of partnerships.

- Inclusion: To ensure accessibility and tailoring to the needs of individuals and communities.

- Transparency: All parties understand their role, expectations, responsibilities, limitations, influence, and the decision-making processes.

- Accountability: The Centre will be responsive and accountable in establishing genuine and respectful partnerships.

In addition to the Steering Committee, the Centre governance structure includes Subcommittees comprised of clinical and non-clinical health services experts, industry and skills advisors, educational advisors, unions, and representatives from peak bodies.

2. About the Centre grants program

The Centre applied research grants program will fund partnered research initiatives that provide new evidence and insights for pedagogical innovation, and best practice for educating and training, to support the attraction and retention of workers within the essential health care and support sector, and to ensure the provision of high-quality, safe service delivery.

Applied research is a type of investigation that seeks to find solutions for existing issues which can be implemented at the level of everyday practice and therefore produce immediate practical and/or commercial benefits. Applied research is problem oriented, involves an element of practical application, often requires an interdisciplinary and/or inter-sectorial approach, and includes real-time evaluation methods.

Applied research or knowledge translation for the health care and support sector, which the Centre will consider for funding, is that which draws on peer-reviewed research, in conjunction with industry and community knowledge, and is designed to pilot and evaluate interventions for skilling and/or upskilling health care and support workers to deliver high-quality, safe services.

The overarching objectives of the Grants are to respond to the policy priorities of the NSA, and the National Agreement on Closing the Gap, in supporting the innovative delivery of education and training for nursing, aged care, disability, mental health, and allied health. Research design should consider priority groups and equity cohorts such as Aboriginal and Torres Strait Islander peoples, women, people with disability, and culturally and linguistically diverse people. This consideration should extend to research ethics and integrity, and the creation of culturally safe delivery environments.

All research proposals, and particularly those which directly involve Aboriginal and/or Torres Strait Islander peoples, as educators, students, and/or support service receivers, should refer to the Centre's Culturally Appropriate and Safe Training Framework to guide proposal consultation, design, development and implementation/delivery of education and training initiatives.

Please refer to the Section 7 of these Guidelines for information on the research areas available for funding for this round.

2.1 Research in partnership

The applied research grants program, as per the policy priorities of the NSA, serves to support Australians to obtain the skills and capabilities they need to obtain well-paid, secure jobs through a national VET system that provides high quality, responsive and accessible education, and training.

To ensure Australia has the skilled workforce it needs now and into the future, the Centres grants program aims to uplift the capabilities of the VET sector and strengthen the VET workforce, with TAFE at its heart.

To support this objective, it is an eligibility requirement for all applicants to demonstrate that the proposed research activity will be delivered in partnership arrangement with TAFE Queensland or another a TAFE institution.

Interstate applicants are encouraged to apply in partnership with TAFE Queensland and/ or Queensland based organisations, as the Grants are designed to address the state's priorities while aiming to disseminate outcomes nationally.

Research partners will need to identify a lead organisation to submit the grant application form. The application form is to be accompanied by one or more letter(s) of support from the partnering organisation(s).

Should a TAFE institution apply as the lead organisation, the application must include a partnership arrangement with a university, industry, and/or an Aboriginal and Community-Controlled organisation.

Should a university, industry organisation, and/or Aboriginal and Community-Controlled organisation, apply as the lead organisation, the application must include a partnership arrangement with TAFE Queensland and/ or other TAFE institutions.

A partnership arrangement with TAFE Queensland and/ or another TAFE institution may refer to, but is not limited to:

- An applied research intervention with TAFE student cohorts and/or TAFE educators; or

- An applied research investigation which includes TAFE personnel for their technical expertise as a vocational education and training educators, and/or as a subject matter expert of their industry; or

- An applied research intervention with TAFE educators as co-researchers; or

- An in-kind contribution provided by a TAFE institution.

Partnership arrangements, including the key roles and responsibilities of each organisation listed on the research proposal should be clearly outlined within the application form which is submitted by the lead organisation.

Further, the key roles and responsibilities attributed to partner organisations, as listed within the lead organisation's application form, must be reflected by the letter of support (template provided in the essential support documents pack), which is to be submitted as an attachment. The essential support documents pack is available via: https://tafeqld.edu.au/tce-grants.

For inquiries about partnering with TAFE Queensland for a research project, please provide a short overview of the proposal via email to the TAFE Queensland Commercial team at TQCommercial@tafeqld.edu.au who will be able to assist in aligning the request to a relevant region and/or team for their consideration. Please note that an inquiry, or expression of interest, does not guarantee a partnership, which will depend on the needs and availability of staff and resources during the proposed project period. Please contact the TAFE Queensland Commercial team well before the application closing date to allow sufficient time for referrals to be processed.

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3. Grant opportunity process

Funding round is designed to achieve Australian and Queensland Governments policy objectives
This grant opportunity is part of the Centre's applied research grants program, which contributes to the joint objectives of the Commonwealth Department of Employment and Workplace Relations, the Queensland Department of Trade, Employment and Training, and the Centre under the National Skills Agreement.

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Grant opportunity publishes
These Guidelines, the essential support documents pack, and the FAQs, are published on the TAFE Queensland Applied Research Grants landing page. Potential applicants are encouraged to familiarise themselves with the opportunity guidelines and prepare for the application.

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Application submission
Upon the opening of the application portal, applicants will be able to complete and submit their applied research project proposal, ensuring to address all eligibility and assessment criteria, along with compulsory support material, by the closing date to be considered.

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Grant application assessment and approvals
The Centre considers all applications which meet the eligibility requirements (see Section 5) on an openly competitive basis against the assessment criteria (see Section 6). Application assessment is conducted by external, independent assessors. Written recommendations are then provided to the relevant sub-Committees and the Steering Committee for review and endorsement, and to the TAFE Queensland Executive for final approval.

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Notifications of outcome
Successful and non-successful applications will be electronically notified of the outcome of the funding round approximately twelve (12) weeks after the closing date.

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Grant Agreement
Successful grantees are sent a letter of offer, which outlines the payment schedule, specific to the nature of the grant, and projected research outcomes. The agreement is finalised and signed by both parties. Failure to agree and sign the agreement on terms acceptable to TAFE means that the grant offer is withdrawn.

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Delivery of Grant
Grantees are provided with the grant monies and commence the delivery of the agreed upon grant activities as per their funding agreement. This grant is monitored and managed through the reporting process (see Section 11).

4. Funding amount and duration

A total funding amount of $1,400,000 is available for Round 2 of the Grants. Applicants can submit more than one application per round; however, applicants are only eligible to receive funding for one proposal per round. The Round 2 grant opportunity will be published on 29 January 2026 on the TAFE Queensland Applied Research Grants landing page. The application portal will also open on this date and will be available for submissions from 29 January 2026.

Applications must nominate a specific amount of funding which aligns with the Centre's proposed caps and ensure that the nominated funding figure is proportional to the scope, scale, and complexity of the proposed research activity. In seeking to support a diversity of projects, TAFE Queensland may offer reduced funding.

Round 2: *Research translation for the disability support services workforce*

Funding Available: $1,400,000

Health Care and Support welcomes applied research project proposals which range in scale, with the minimum amount available per proposal of $50,000 and the maximum amount available per proposal being capped at $400,000.

Grantees must use the funding amount awarded for the approved grant activities over the duration of the project of up to one year (12 months), otherwise specified in the letter of offer. The letter of offer template can be accessed via https://tafeqld.edu.au/tce-grants. Approved grant activities must be delivered between the project start date and project end date as defined in the letter of offer and grant schedule. Grantees must advise the Centre and request approval for variations, if needed.

Grant monies are awarded in three (3) separate payments as per the schedule outlined in the letter of offer template, and below:

Project start date:	The date that the parties agree for the project start date (no later than 30 July 2026)
Release 1:	50% of the total amount of funds awarded are released upon the grant agreement being finalised, or commencement of Grant Activity, whichever is later.
Release 2:	30% of the total amount of funds awarded are released upon acceptance of the Interim report (Milestone 3) due approximately 6 months after the commencement of the grant activities, or as otherwise set out in the grant schedule.
Release 3:	20% of the total amount of funds awarded are released upon acceptance of the Final report (Milestone 4) due upon completion of the grant activities, or as otherwise set out in the grant schedule.
Project end date:	The date that the parties agree for the project end date (no later than 31 July 2026).

* Note: Payment is typically made within four (4) weeks of signing the letter of offer or upon acceptance of any required reports, unless otherwise agreed in writing.

A grant is an arrangement for the provision of financial assistance as provided by the Centre, under which relevant awarded money is paid to a grantee, for the intended use of addressing one or more of government policy priority areas, as outlined in Section 7.

Grantees can only use grant monies for eligible expenditure directly related to the project. Eligible expenditure can include:

- Appointment of temporary contracted labour such as research support staff directly employed for the project activities (tuition and/or scholarship for students are ineligible expenditure, while the employment of students for project is eligible);

- Data collection, analysis, and reporting;

- Community engagement, co-design, and other stakeholder consultation activities (including domestic travel and accommodation);

- The development and delivery of innovative education and/or training resources for individuals and/or organisations; and

- The promotion and dissemination of the project outputs across multiple channels in collaboration with relevant organisations.

Examples of ineligible expenditure includes, but is not limited to:

- Any activity that does not have a direct link to achieving the outcomes as proposed in the application form;

- Existing staff member salaries/wages and oncosts (not aligned to the project activities);

- The purchase, planning or maintenance of significant assets (including building infrastructure, construction);

- General ongoing business operation/recurring expenses, including core business activities, business start-up cost, utilities, rent and other organisational costs not directly associated with the project or grants program;

- Financial costs, including interest and debt financing, the use of any form of security for the purpose of obtaining or complying with any form of loan, credit, payment, or other interest;

- Budget contingency and management fee of more than 10% of grants funding;

- Any expenditure that are already being supported through other sources;

- Costs incurred prior to the date of your letter of offer; and

- Other expenditures that are not deemed appropriate use of public resources in accordance with Section 4.3 of the Code of Conduct for the Queensland Public Service (e.g., purchase of alcohol).

5. Eligibility criteria

To be eligible to receive funding:

- Applications must be completed and have been received within the nominated open and closing dates;

- Applicant/s affiliated organisation must have a registered Australian Business Number (ABN);

- Applicant/s affiliated organisation must be an Australian owned entity with the capacity to enter into a legally binding agreement;

- Applicant/s affiliated organisation must have an account with an Australian financial institution;

- TAFE institutions are eligible to apply as a lead organisation, provided they partner with an industry, university, and/or community organisation, and the proposed research project falls outside the scope of its routine operational activities; and

- Universities, industry, and/or community organisations are eligible to apply as a lead organisation, provided they partner with TAFE Queensland and/ or another TAFE institution, and the proposed research project falls outside of the scope of routine operational activities.

You are not eligible to apply if you are:

- An individual;

- An unincorporated association;

- An organisation whose main operations are outside Australia;

- Commonwealth and State Government Departments; and

- Education institutions seeking funding for core business.

6. Assessment criteria

Eligible applications will be assessed against the criteria outlined below, and other applications received within the round.

Please note that the amount of detail and supporting evidence you provide in your submission should be relative to the scope and complexity of the research activity outlined and the proposed amount of funding.

Applications are ranked in order of merit against the weighted criteria to determine a rank of:

- Highly meritorious: Meets all the assessment criteria to a high standard

- Meritorious: Meets the criteria in an above satisfactory manner

- Competitive: Meets the criteria to a satisfactory level

- Uncompetitive: Application is ineligible, does not meet minimum standards, and/or does not represent value with relevant money

Incomplete applications will not be eligible. A complete application requires the completion of the application form in full and submission of the following support documents:

- Project budget;

- Risk management plan;

- Resume for the Project Lead/ Chief Investigator and Principal Investigators/ Co-investigators; and

- Letter(s) of support for partnership arrangements.

1. Overall project design (40%)

- Proposal contains a clear **problem statement** addressing one of the **critical skills gaps** as experienced by the disability support services workforce; demonstrates **methodological rigor** in translating academic evidence to support industry/community needs; and clearly addresses **research integrity** and **ethics**.

- Proposal incorporates robust **evaluation methods,** clearly outlining how **outputs** and **outcomes** will be measured for impact; contributes to an evidence-base of **pedagogical best-practice**; and includes a well-considered **dissemination plan** tailored to the needs of diverse sectors.

- Proposal demonstrates the applicants' **capability** and **expertise** to successfully deliver the project supported by a proven track record of rigor; clearly shows ability to meet research objectives and answer key research questions within delivery **timelines**, fulfil **reporting requirements**, and ensures **value for money** / **proportionality**.

- Proposal demonstrates a comprehensive understanding of the **current literature**, clearly articulates the **knowledge gap** it addresses, and identifies how the intervention **may benefit the disability support services workforce**; research **limitations** are recognised and addressed in the **risk mitigation plan**; and the potential to contribute to improved policy is highlighted.

2. Mapping research to priority areas (30%)

- Proposal integrates and centres **inclusive**, **rights-based,** and **person-centred** approaches; and embeds lived experience, within the project team and/or employs robust methods for **co-design** and/or **co-delivery**.

- Proposed research activity **complements existing programs or research**, **avoids duplication of funding,** and aligns with government and/or industry priorities.

- Proposed research activity prioritises service receivers and/or learners in **regional, rural,** and **remote** areas; and/or **priority cohorts**, including Aboriginal and or Torres Strait Islander peoples, women, and/or culturally and linguistically diverse people; and the Culturally Safe and Appropriate Training Framework has been applied.

3. Capacity, capability, and legacy outcomes (30%)

- Proposal clearly demonstrates how the outcomes of the applied research intervention and related activities will strengthen the **evidence-base for best practice** which inform excellence in vocational education and training activity.

- Proposed research activity demonstrates a strong commitment to fostering **cross-sector relationships**, including partnerships with Aboriginal and Community-Controlled (Health) Organisations, TAFEs, universities, industry, and the broader community sector.

- Proposed research activity addresses workforce challenges through a **place-based approach** that recognises the diverse experiences and needs within the disability support services sector.

7. Research translation for the disability support services workforce

The objectives of this grant are to fund applied research, or research translation, projects and/or interventions which contribute to:

- Strengthening the disability support sectors' workforce to deliver high-quality, person-centred services which uphold the rights of people with a disability to live dignified lives of autonomy, inclusion, and independence;
- Strengthening the safety of workplaces for disability support service workers, particularly in relation to psychosocial wellbeing, and physical safety when navigating complex and/or high-needs environments;
- Uplift wider understandings of the value of disability support service work, the skills required for the sector, and the diversity of career opportunities and pathways within the sector; and
- Promote the co-design and co-delivery of research with people who have lived experience.

As per the eligibility requirements, applications must be partnerships-based (i.e. academia, industry, and/or an Aboriginal and Community-Controlled organisation) and co-delivered with a TAFE institution, demonstrate a commitment to impact, equity, and innovation in translating academic and/or industry knowledge, avoid duplication of pre-existing efforts, and address one of the critical skills gaps listed further below.

Projects applying for funding under the round for research translation for the disability support services workforce should contribute to an evidence-base for:

- Informing excellence in education and training to enrich students' learning experiences, which are culturally appropriate and safe;

- Ensuring the needs of regional, rural, and remote communities and learners are met through innovative training practices and modes of delivery; and

- Supporting industry needs in building local support workforces through developing high level pathways interventions for growth and retention.

Critical skills needs for the disability support services workforce

Worker wellbeing

Workers employed in the disability support services sector, particularly front-line service providers, report high levels of workplace related stress, the need for additional mental health supports, and occupational burnout. Stress and burnout may be caused by a range of factors including heavy workloads, emotional exhaustion, a lack of cultural safety, difficulty maintaining a healthy work-life balance, high-levels of emotional labour, professional isolation, and physical safety risks.

Applied research interventions which address worker wellbeing may focus on risk-prevention measures for psychosocial wellbeing and/or physical safety on a macro-level. Alternatively, projects may examine education and/or training innovations for individuals to support emotional management, resilience in high-stress situations, adaptive coping strategies, tailoring communication for person-centred care, developing soft skills such as problem-solving and patience, how to enact boundaries and barriers, or the application of trauma-informed active support.

Projects could also explore innovations in supporting individuals to implement alternative communication methods and aids for interpretating non-verbal cues to detect early signs of distress

and provide behavioural support. All interventions should be culturally appropriate and safe, and with centre co-design and/or delivery wherever possible.

Leadership and management

As the disability support services sector continues to evolve in response to recommendations from the Royal Commission, effective professional development interventions to support the growth of leadership capacities and skills are essential. Many occupying leadership and middle management positions in the sector report experiencing accelerated promotional journeys, due to workforce shortages, which are often not supported by the education and training they need to succeed.

Examples of the types of knowledge and skills required in middle-level leadership positions include financial management, human resourcing competencies, frameworks for navigating the transition from peer to manager, digital literacy skills, and the development of professional networks. Positive leadership styles and management skills, which are culturally responsive, are demonstrated to have a direct relationship with an increase in quality-of-service standards, and to increase workforce competency.

Research interventions examining leadership and management, especially for Aboriginal and/or Torres Strait Islander disability support service receivers and workers, require co-design, and should embed lived experience with disability wherever possible.

Mentorship

Mentorship that supports students' and workers' active participation in decision making and facilitates clear communication between front-line workers and supervisors has been demonstrated to improve staff psychological wellbeing. Support workers who have access to supervisors and/or peer-mentors for consultation, regular feedback, and role clarification, for example, report reduced stress and burnout. Moreover, high-quality supervision for compulsory placements and traineeships is a prime lever for preventing student and workforce attrition.

However, a lack of supervisor availability is cited as a common barrier for organisations in accessing subsidised traineeships, and students often report high variations in placement quality. Research interventions which support the upskilling of current mentors and develop a pipeline of upcoming mentors may consider innovative models to increase impact such as mobile programs, student clustering, and/or progressive on-the-job training.

Education and training for mentoring should be formalised with clear guidelines and codes of conduct for roles and responsibilities, prioritise professional socialisation, enact reflexive practice, be culturally safe and appropriate, and informed by lived experience wherever possible.

Work readiness

Being work ready for the disability support services sector means equipping staff to apply disability rights, inclusion theory, frameworks of person-centred care, and trauma-informed, active support in practice, across a variety of environments. Research interventions which seek to support work readiness in a general sense may examine how to best facilitate graduates' transition-to-practice, early career support on role and scope clarity, or frameworks for managing stress and cultivating resilience.

Specific work readiness interventions may focus on pedagogies of professional development for complex client needs, such as skills for behavioural support and situational de-escalation, accommodating complex and/or non-verbal communication styles, and specialist skills for working with clients with cognitive disability. Specialist support skills for clients with a cognitive disability from an acquired brain injury, neurodivergent clients such as those with autism, clients with a learning disability, dementia, and clients with dual diagnosis including mental health, are currently under-served. Applied research which explores methods for supporting workers to facilitate client decision-

making capacity and independence should be informed by lived experience and be culturally safe and appropriate.

Digital literacy

As technology continues to be embedded in new ways across the health care sector at large, digital literacy skills are an identified area requiring knowledge uplift and tailored education and training for workers. Digital skills are broadly understood to capture the confidence and understanding of tasks, activities and opportunities related to using digital technology. Research details that providing supportive learning opportunities for health workers to develop their digital skills can increase job satisfaction, worker empowerment to pursue career goals, and an increase in the confidence of support workers to use 'common language' when communicating with clinical staff.

There is currently limited research around best practice for integrating technology into daily support work, how digital skills intersect with differing organisational roles, and the types of digital inclusion training that might be required. As such, applied projects may seek to map required versus desired skills across the sector, or investigations into how AI is being used to support foundational and administrative digital skills, and how responsible data governance and ethics is practiced.

Alternatively, research may focus on client-facing and support-specific assistive technologies and their use. Any research, whether focusing on building foundational or advanced digital skills, should be co-produced with people with a disability, and ensure their digital inclusion.

8. How to apply

The Centre welcomes research proposals from applicants with lived experience and endeavours to make our application process as inclusive as possible. If you require assistance with completing an application on the basis of disability which requires reasonable adjustments, please contact us via our email: HealthCareSupportTCE@tafeqld.edu.au.

Before applying you must read and understand this opportunity guidelines document, the essential support documents pack (includes the application form, budget exemplar and template, risk exemplar and template, letter of support template, and guide to writing proposals), and the FAQs and Glossary compendium available on the TAFE Queensland Applied Research webpage via https://tafeqld.edu.au/tce-grants.

These can be found on the TAFE Queensland Applied Research webpage, and within the Application Portal. Any alterations and addenda will be published also via the TAFE Queensland webpage.

To apply you must:

- Familiarise with the grant opportunity guidelines, related application materials, and the application process;

- Complete and submit the application form detailing the applied research project proposal within the application portal, unless an alternative application method is approved by the Centre prior;

- Address all eligibility criteria and assessment criteria;

- Provide all compulsory support material requested, including a budget, risk mitigation plan, letter of support (partnership arrangements), resumes[1] for the Project Lead / Chief

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[1] Please do **not** include personal information such as your date of birth, home address, phone numbers, or any identification numbers in your resume.

Investigator, and if relevant, other key personnel, which demonstrates the track record of research); and

- Submit the application by 11:00pm AEST 16 March 2026[2].

As all grant activity is to be delivered in partnership, there must be a 'lead organisation' who submits the application for grant funding, with all other members of the proposed partnership to be identified in a letter of support.

A letter of support should demonstrate meaningful collaboration and sector relevance. The following key elements should be included in each letter of support:

- Clear endorsement: the letter should explicitly state support for the project and application.

- Organisational alignment: explain how the organisation's mission and expertise align with the proposed project, and will support the objectives of the research activity

- Specific contributions: detail how the partner organisation will work with the lead organisation to successfully complete the research project as per the roles, responsibilities, and/or contributions as set out in the application form (e.g. resources, expertise, data, in-kind contributions)

- Anticipated impact: describe the expected benefits of the project for the organisation, sector, or service user.

- Contact information: include details for follow-up or further engagement.

Applications cannot be changed after the closing date and time. If errors are found, in the application after submission, please contact the Centre. If the applicants' intent is unclear, we may ask for clarification or additional information that will not change the nature of the application. The Centre can refuse to accept any additional information from that would amend applications after the submission closing date/time.

The Centre will acknowledge receipt of an application within two working days. If applicants require further guidance about the process or are unable to submit an application online via the portal, please contact: HealthCareSupportTCE@tafeqld.edu.au

9. Selection process

As per Section 5 applications will first be assessed for their eligibility. Only eligible applications will move to the next stage, after which they will be assessed against the weighted criteria set out in Section 6.

Applications which meet the eligibility criteria are assessed on an openly competitive basis against both the weighted criteria, and other applications. This ensures that the awarding of grant monies is allocated based on the quantitative scoring, and qualitative recommendations which document how it compares to other applications.

After this merit-based processes of review, including moderation, which is undertaken by external, independent assessors who form the Selection Advisory Committee (SAC), all outcomes and written recommendations are compiled for reporting. Short-listed applications and written recommendations are presented to the relevant Subcommittees and Steering Committee for review. Should applications be successful they will progress to TAFE Queensland Executives for final approval.

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[2] Please note that any tech support for the Application Portal will close at 2:00pm AEST 16 March 2026

The Centre reserves the right, in their absolute discretion, to not make any grants, or not award up to the maximum amount of awards available in this round.

The expected timelines for application assessment are as outlined below; however, they are indicative only and may be subject to change depending on the volume and quality of applications received. If clarification is required, the Centre may contact applicants for further information.

Activity	Timeframe
Assessment and review	April 2026
Approval of assessment and review outcomes	May 2026
Notification of outcomes	May / June 2026
Earliest commencement date of grant activity	June / July 2026

10. Notification of outcomes

The Centre will electronically notify all applicants of the outcomes of the assessment process via their provided email. The Centre is committed to the timely appraisal of all applications in the assessment process to avoid possible inequities and waste which may arise through unnecessary delay.

If you are unsuccessful, a request for individual feedback can be made within 30 days of being notified of the application's outcome through contacting: HealthCareSupportTCE@tafeqld.edu.au

The Centre will respond to requests for feedback in writing within 30 days. The opportunity to receive feedback on unsuccessful applications promotes transparency in the decision-making process and improves the capacity of potential grantees to apply for future grant activities.

In some instances, successful applications may also receive feedback on their proposal. If this is the case, the Project Lead/Chief Investigator will be contacted shortly after the notification of outcomes.

Successful grantees will be publicly announced on the Applied Research Grants webpage via https://tafeqld.edu.au/tce-grants.

Unsuccessful applications may be retained on file for a period of up to 18 months. During this time, applicants may be contacted regarding participation in pilot initiatives or considered for alternative funding opportunities administered by the funding body. Retention of applications does not guarantee future engagement or funding. Applicants who do not wish to be considered for future opportunities may opt out by notifying the Centre via email following the outcome of the grant round.

11. Monitoring of approved grant activity

Grantees should immediately notify the Centre of events which are likely to affect the delivery of grant activities. In the result of unforeseen circumstances (such as a natural disaster), organisations may need to identify alternative methods of grant activities/research and seek approval from the Centre to support flexibility in the delivery of planned activities/research.

Subject to unforeseen circumstances, the Grantee must comply with the following Reporting requirements (templates provided to successful grantees), in accordance with the timeframes proposed and as agreed upon in the letter of offer and grant schedule.

Report 1: Commencement of research project – due approximately three months following the commencement of the Grant Period.

Report 2: Interim report – due approximately six months following the commencement of the Grant Period.

Report 3: Final report – due approximately twelve months following the commencement of the Grant Period.

12. Intellectual property and marketing

12.1 Intellectual property (IP)

All Grant Activity IP will vest in and is assigned to TAFE Queensland on creation. The Grantee must, at own expense, execute all documents and do all things required to give effect to this clause, including obtaining as soon as possible and providing to TAFE Queensland legally effective releases or assignments to TAFE Queensland from any of the Grantee/s personnel in respect of any Grant Activity IP.

Each party acknowledges and agrees that the other parties' background IP remains the property of that other party; and must not be used or disclosed for any purpose other than in the performance of this Agreement.

Where an application is submitted in partnership with one or more organisations, and matching funds are being provided by a partner organisation, the Applicant is responsible for notifying the partner organisation(s) of the intellectual property (IP) conditions of the Grant. Specifically, all Grant Activity IP that is discovered, developed, or otherwise come into existence as a result of the Grant will vest in, and be assigned to, TAFE Queensland upon creation. By submitting an application, the Applicant warrants that all partner organisations have been informed of, and accept, the IP clauses outlined in the Grant Conditions in the Letter of Offer.

Due to the nature of the Funding Agreement for the Centre of Excellence Health Care and Support, the intellectual property requirements outlined in these Guidelines, the Letter of Offer, and the FAQs on the Applied Research Grants webpage, are fixed and cannot be negotiated by the funding provider.

12.2 Marketing and publicity

TAFE Queensland, in conjunction with the Queensland Government, reserve the right to issue public statements and will retain the right to release information in the first instance in relation to this Grant.

The Grantee must not:

- advertise, market, or promote the Grant in any medium (including, but not limited to, online, social media, print, radio, or television) without submitting the proposed marketing material to TAFE Queensland for approval, and the Grantee must publish marketing material in the exact form approved by TAFE Queensland.

- make any critical or misleading public statements in relation to this Grant, including statements that are critical of the level of funding or actions taken by TAFE Queensland pursuant to this Grant.

- allow any other party to advertise, market, or promote the Grant on behalf of the Grantee including, without limitation, a sub-contractor, agent, or investigator.

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The Grantee must ensure that all advertising, marketing, and/or promotional activities, as well as research findings and outputs related to the Grant including, but not limited to, industry reports, rapid literature reviews, conference presentations, and peer-reviewed publications, clearly and prominently note the relevant Funding Acknowledgement:

This work is/was supported by the TAFE Centre of Excellence Health Care and Support, led by TAFE Queensland, and jointly funded by the Australian and Queensland Governments.

The Grantee must use best endeavours to remove or amend any advertising, marketing and/or promotional activities undertaken by the Grantee, if requested by TAFE Queensland.

For successful grantees, a Letter of Offer, and any acceptance thereof, must remain strictly **confidential.** Details of a successful grant application is subject to **embargo** until an **official government announcement** is made public. It is the responsibility of the successful grantee to ensure that any stakeholders and partners connected to the application are aware of the embargo.

13. Probity

The Centre will ensure the grant opportunity process is fair and reasonable; runs in accordance with these Guidelines; and incorporates appropriate safeguards against fraud, corruption and unlawful activities and other inappropriate conduct. The Centre commits to the public sector values and duties of honesty, integrity, impartiality, accountability, and transparency.

We demonstrate our commitment to transparency via being open to scrutiny about grants administration and the grants opportunity process. This involves the provision of the reason(s) for decisions and information to relevant government department/s, potential grantees, beneficiaries, and the community. Our commitment to transparency provides the assurance that the grant administration is appropriate, that legislative obligations and policy commitments are met, and that our decision(s) are impartial, appropriately documented and reported, publicly defensible and lawful.

This includes processes which ensure a separation of duties where there is no single officer who is responsible for appraising or approving an application for a grant, the declaration of any perceived or actual conflicts of interest and procedures for financial approval.