Application form: TAFE Centre of Excellence Clean Energy Batteries - Applied Research Grants Round 2

* This application form is to be used as a guide only. Applicants will be required to register and submit applications via the Application Portal.

1. Before you begin

1.1 Use of information

The TAFE Centre of Excellence Clean Energy Batteries (The Centre) may use the information, other than personal information, provided in this Application Form to assist it to:

- comply with the Australian Government requirements to publish the details of all grant recipients on the Centre website and meet reporting requirements
- inform negotiating and establishing an agreement as it pertains to risks and issues that need to be addressed in the Grant Agreement for that program
- inform future assessments for Applications.

All information including personal information provided in this Application may be shared with other Commonwealth and law enforcement agencies for the purpose of preventing and detecting fraud. This includes personal information of any third party provided in this Application. You can only apply if you agree to the use of the information you provide in this form for the purposes listed above and that you have read and acknowledged the Privacy Policy, and all relevant material (including the Grant Opportunity Guidelines) as they related to the collection and handling of personal information.

When dealing with Personal Information (as defined in the Information Privacy Act 2009 (Qld)) in carrying out the Grant Activity, the Grantee must comply with the Relevant Provisions of the Information Privacy Act 2009 (Qld) in relation to the discharge of its obligations under this deed, as if it were an 'agency' for the purposes of that Act. 'Relevant Provisions' means Parts 1 and 2 of Chapter 2 and section 41 of the Information Privacy Act 2009 (Qld).

Please confirm your consent for the Centre to use the information provided in your application.

☐ I agree to TAFE Centre of Excellence Clean Energy Batteries using the information I provide in this application for the purposes listed above. *

1.2 Application eligibility

Ensure you read and understood the Grant Opportunity Guidelines and other supporting documents available under Important Documents page:

- Grant Opportunity Guidelines
- Priority areas of applied research – Round 2 (also available in the appendix of the Guidelines)

- Guide for writing proposal
- Frequently Asked Questions
- Templates – Letter of offer, budget, and risk management plan.

☐ I confirm that my application meets the eligibility criteria set out in the Grant Opportunity Guidelines. *

2. Program and application information

Submit this completed application form and all necessary supporting documents by the closing date and time via the Application Portal. You can save your application and any supporting documents in the Application Portal leading up to the application close date/time. Receipt of applications will be acknowledged by email. If you do not receive an email acknowledging receipt of your application (automated or otherwise) within two business days, please email CleanEnergyBatteriesTCE@tafeqld.edu.au.

The Centre may use the information provided to comply with Australian Government requirements to publish details of all grant recipients on the Centre's website, inform the establishment of Agreements and future assessments. All information provided may be shared with other Commonwealth and law enforcement agencies for the prevention and detection of fraud.

If you have any questions about the opportunity or application process, please contact the Centre.

Program name

TAFE Centre of Excellence Clean Energy Batteries Applied Research Grants Round 2

Application open date & time

As per the date/time given to Surepact

Application close date & time

As per the date/time given to Surepact

Application outcome date & time

As per the date/time given to Surepact

3. Your organisation details

Organisation name

Auto populated according to the applicant's registration detail

Organisation type

Auto populated according to the applicant's registration detail

Organisation address

Auto populated according to the applicant's registration detail

Does your organisation operate as a non-for-profit? *

☐ Yes

☐ No

Is your organisation an Australian owned entity with the capacity to enter into a legally binding agreement? *

☐ Yes

☐ No

Is your organisation recognised as an Aboriginal Community-Controlled Organisation, or Aboriginal Controlled Community Registered Training Organisation? *

☐ Yes

☐ No

Is your organisation in possession of a banking account with an Australian financial institution? *

☐ Yes

☐ No

4. Contact details

Primary contact

Primary contact is the authorised person to act on behalf of the applicant to communicate with the Centre. All email correspondence will be directed to this person. If other contacts are at different stages of application, the primary contact should also nominate appropriate person.

Name	Position	Email	Mobile

Please indicate if primary contact is also the contact for other enquiries:

☐ Media/marketing

☐ Finance (fund disbursement)

☐ Letter of offer signatory

☐ Post-award management

Additional contact

Unless the primary contact is responsible for the tasks in the checklist above, please provide the additional contacts below, in line with your organisation's grant management procedures.

Providing the specific contact here will ensure timely processing of pre- and post-award enquires, including but not limited to, marketing requests for announcements of successful applicants, disbursements of funds and execution of letters of offer

Name	Position	Role	Email	Mobile	Add line (+)

Marketing and communications

The Centre would like to collaborate with successful applicants to maximise announcement opportunities. If your organisation has planned marketing or promotional activities, we would appreciate understanding your ideas so we can provide support where possible.

Please provide a brief description of any marketing or event activities your organisation intends to undertake in relation to this grant application. Include details such as proposed resources, locations, and any other relevant information (Note: this information is not part of the assessment).

Social media handles (optional)

To allow the Centre to share marketing opportunities on social media platforms please provide your organisations social media handles or links

LinkedIn:

Facebook:

Instagram:

5. Applied research project proposal

For an overview of the type of information that should be included in the project proposal, please refer to the Guide for writing proposals under Important Documents.

5.1 Project information

Project title [15 words] *:

Project summary [250 words] *:

Project start date [insert date no earlier than 01 June 2026 or later than 30 July 2026] *:

Project end date [insert date no later than 31 July 2027] *:

5.2 Personnel

Enter the names of personnel who will contribute to the research project. Attach a copy of the resume of the Project Lead / Chief Investigator in the Supporting Documents section. **Please do not include** personal information such as your date of birth, home address, phone numbers, or any identification numbers in your resume.

Project lead / chief investigator *

Name [insert full name]:

Organisation/Position [insert organisation and role]:

Email [insert email address]:

Phone [insert contact number]:

Other Chief / Associate Investigators

Name [insert full name]:

Organisation/Position [insert organisation and role]:

Email [insert email address]:

Support Staff

Name [insert full name]:

Organisation/Position [insert role]:

Email [insert email address]::

Are any of the personnel listed above of Aboriginal or Torres Strait Islander origin? *

☐ Yes

☐ No

☐ I have added the resumes of Project Lead(s)/Chief Investigator(s) and Co-investigator(s) to the Supporting Documents section. Please note that if the completed document is not attached, your application may be deemed ineligible for funding consideration. *

5.3 Partnership

Enter the details of partner organisation(s):

Organisation name [Insert Organisation name]:

Contact person [Insert full name]:

Contact person position [insert role]:

Email [insert email address]:

Roles and contributions of partner organisation [Please outline the roles, responsibilities, and/or contributions of the organisation partnering to deliver the proposed research project]:

☐ I have added the Letter(s) of Support from partner organisation (if available) *

5.4 Research proposal

Which priority area will the proposed research activity and related outcomes address? (**Select one**)

Stream 1. Building TAFE capabilities through applied research – Innovation and collaboration

☐ Upskilling teachers and trainers: Adoption of immersive technologies

☐ Strengthening VET–industry collaboration

☐ Designing an integrated learning pathway

Stream 2. Addressing industry needs and opportunities

☐ Building pathways for diverse workforce

☐ Supporting industry's transition to battery storage and maximising the utilisation of assets

☐ Developing skilled workforce for battery decommissioning

Stream 3. Bringing innovation to communities

☐ Addressing energy security in First Nations communities

☐ Developing competencies for social licence to operate

Background [400 words]

- Describe the challenges or opportunities the proposed applied research aims to address.
- Objectives and research questions

Design, Methodology and Partnership [400 words]

- Describe research approach and methods.
- Describe how partners and stakeholders will be engaged to facilitate the research.

Capability and Resources [200 words]

- Describe the capacity of participating organisations to enable the project and research team's experience and expertise.

Project Activities and Deliverables [400 words]

- Provide details of activities to be undertaken during the grant period, including the task, description, and timeline.
- Provide details of deliverables, including the format, description and timeline.

Outcome, Impact and scalability [400 words]

- Explain how the outcomes can be applied to support education and training, and lead to concrete outputs.

6. Ethics and risk mitigation

6.1 Human research ethics

Ethical approval must be sought for research that involves human participants, their data, biospecimens, or observations about them. The approval must be sought from Applicant or Partner organisations. Should Applicant or partner organisations not establish the procedure for human research ethics clearance, Applicant may seek ethics clearance through NHMRC registered Human Research Ethics Committees (HREC)

☐ I understand my requirement to provide the Centre the evidence of ethics approval, or exemption, where my research includes human participants, their data, biospecimens, or observations about them. *

☐ I understand my requirement to allocate budget for ethics approval fees, if the approval should be sought from external HREC, and to plan project activities in accordance with the expected ethics approval timeline. *

6.2 Risks and mitigation strategies

Identify any risks associated with the research. Define mitigation strategies to handle identified risks.

Please use the Applied Research Grants Risk Management Plan template and attach the completed template to the Supporting Documents section

☐ I have added the completed template to the Supporting Documents section. Please note that if the completed document is not attached, your application may be deemed ineligible for funding consideration. *

7. Proposed funding amount and allocations

What is the total funding amount requested for your project?

Provide a breakdown of your budget allocations by completing the Applied Research Grants Budget available under Important Documents template and attach to the Supporting Documents section.

☐ I have added the completed template to the Supporting Documents section. Please note that if the completed document is not attached, your application may be deemed ineligible for funding consideration.

8. Governance

Has any senior official or person to be involved in delivering the Activity been involved in any of the following events in the last 5 years?

☐ Governance Investigation of relevant person(s).

☐ Any business failure of relevant person(s) including business failure of entities in which they hold, or held at the time of the event, a management or board position. Examples of a business failure include a Court Ordered or a Crediton Voluntary Administration Liquidation, External Administration, or Receivership.

☐ Bankruptcies of relevant person(s).

☐ Bankruptcy proceedings, including part IX Debt Agreement or Part X Insolvency Agreements, against relevant person(s).

☐ Litigation against relevant person(s) including judgement debts.

☐ Been convicted of any crime.

or

☐ None of the above apply and there is no adverse information on any relevant person associated with this entity.

Select the appropriate box(es) that relate to any events to which your entity may have been subjected in the last 5 years.

☐ Governance Investigation of your organisation or related entities

☐ Litigation or liquidation proceedings

☐ A contract with your entity terminated by the other party

☐ Contingent liabilities of a material amount

☐ Overdue tax liabilities

☐ Factors which might impact on your entity. For example, pending significant litigation, business commitments, collections by debt collection agencies on behalf of creditors, or potential liquidation proceedings.

☐ Any significant change in your entity's financial position not reflected in the financial statements provided.

☐ Any other particulars which are likely to adversely affect your capacity to undertake this project

or

☐ None of the above events apply and there is no adverse information on my entity.

9. Conflict of interest

Does the Applicant have any conflicts of interest that may occur related to or from submitting this application?

10. Declaration

I declare that:

- The information contained in this form is true and correct.
- I have read, understood and agree to abide by the Grant Opportunity Guidelines.
- I have read, understood and agree to the general terms of the Grant Letter of Offer, should this Application be successful.
- I have read, understood and agree to the information provided in this Application being used for the purposes detailed in the Use of Information.
- If and where any personal details of a third party are included, the third party has been made aware of, and given their permission for those details to appear in this Application and for their personal information to be used and disclosed as detailed in the Use of Information.
- I give consent to the TAFE Centre of Excellence Clean Energy Batteries to make public the details of this Application and the funding received, should this Application be successful.
- I consent to receive correspondence, legal notices, grant agreements and any subsequent letters of variations to the agreement electronically. I understand and agree that my electronic correspondences constitute a valid and legally binding method for interacting under the grant agreement and the Electronic Transactions Act 1999 (Cth).

☐ I understand and agree to the declaration above. *

11. Signature

This Declaration must be signed by an authorised representative of the Applicant (or, if this Application is a joint/consortium Application, an authorised representative of the lead organisation). The authorised representative should be a person who is legally empowered to enter into contracts and commitments on behalf of the Applicant.

Full name of Authorised Representative *

Position of Authorised Representative *

Signature *

☐ I consent to the use of my electronic signature for the purposes of this application.

Applied Research Grants
Priority Areas – Round 2

TAFE Centre of Excellence
Clean Energy Batteries

Instruction to applicants

The second round of the TAFE Centre of Excellence Clean Energy Batteries Applied Research Grant invites applicants to submit a proposal that aligns with the needs of training providers, industry and community presented across eight themes and three streams.

Applicants are strongly encouraged to engage and partner with relevant organisations to ensure that applied research projects will respond to emerging industry needs and support education and training organisations to deliver a skilled workforce.

Before starting your proposal, please refer to the **Guide for Writing Proposals** which provides details on the required information and tips for writing your proposal.

In this document, the TAFE Centre of Excellence Clean Energy Batteries will be referred to as 'Centre', and the Applied Research Grants for the Centre will be referred to as 'Grants'.

Applied research focus

Applied research at the Centre aims to generate evidence-based solutions for skills training and education in the battery and renewable energy sector (e.g. developing training products to address emerging skills needs). Ensure that your proposed research clearly demonstrates the potential to translate the findings into a skilled workforce and/or the development of inclusive, accessible training.

Reporting requirements

Grantees will be required to submit progress updates throughout the Grant period, including:

- Commencement of Research Project Report
- Interim Report
- Final Report

Further details regarding these reporting requirements are outlined in the **Grant Opportunity Guidelines** and will be stipulated in the **Letter of Offer**.

Stream 1: Building TAFE capabilities through applied research – Innovation and collaboration

This stream focuses on strengthening the capacity of TAFEs to deliver future-ready training through innovation, collaboration and applied research. The stream invites applied research projects that upskill educators with immersive technologies and foster deep collaboration with industry to ensure relevance and responsiveness. It also invites the research to design integrated learning pathways, thereby leveraging evidence-based practices to create a system where educators, learners, and industry work in synergy to meet the evolving demands of renewable energy transition facilitated by battery technologies.

The Centre seeks applied research proposals on:

- Upskilling teachers and trainers: Adoption of immersive technologies (Innovation)
- Strengthening VET-industry collaboration (Collaboration)
- Designing an integrated learning pathway (Innovation)

Upskilling teachers and trainers: Adoption of immersive technologies

Background

As digital transformation accelerates, vocational and educational training sectors are increasingly exploring immersive technologies such as Extended Reality (XR) and Augmented Reality (AR) to enhance teaching, learning, and skills development. These technologies offer interactive and experiential learning opportunities that can improve learner engagement, knowledge retention, and practical skill acquisition, particularly in technical and hands-on disciplines (Tene et al., 2024). Therefore, the technologies have potential to innovate relevant training for the battery workforce, which may involve exposure to hazardous environments.

However, the adoption of XR and AR across TAFE institutions remains uneven. Teachers and trainers often face barriers such as limited access to technology, lack of confidence in digital pedagogies, and insufficient professional learning opportunities. Applied research can explore effective strategies, frameworks, and capacity-building models that can enable educators to confidently integrate XR and AR into their teaching practice.

Objectives

- To review the current state and best practice of XR and AR adoption in the VET sector and the pedagogical impact of XR and AR on teaching quality, learner engagement, and learning outcomes.
- To identify the skills, knowledge and support needed for educators to effectively use XR and AR for renewable energy battery training.
- To develop scalable, evidence-based professional learning models to enhance educator capability.
- To provide recommendations for sustainable integration of immersive technologies in VET.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:[1]

[1] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

- Literature review to synthesise existing knowledge and practices in utilising immersive technologies in VET, with a focus on renewable energy batteries, and the impact of the technologies on learner experience.
- Undertake case studies or pilot projects in collaboration with TAFE educators to evaluate XR/AR-enabled training modules in simulated or hazardous environments.
- Develop and test professional learning frameworks or training toolkits that build educator capability in immersive technology adoption.
- Explore partnership models between TAFEs, EdTech providers, and industry to ensure practical and scalable implementation.

Expected outcomes

Successful projects are expected to deliver and/or inform:

- A comprehensive report on the current landscape, opportunities, and challenges of adopting XR and AR in VET.
- Evidence-based recommendations for integrating immersive technologies into training programs, particularly for renewable energy and battery safety education.
- A validated professional learning model or capability framework supporting educators in XR/AR adoption.
- Practical resources (e.g. toolkits, guides, or frameworks) to support teachers and trainers.
- Demonstration or pilot modules showcasing how immersive technologies can be applied to enhance practical, safety-critical training in the battery sector.
- Dissemination of findings through workshops, sector briefings, and publications to promote adoption across the wider VET network.

Strengthening VET–industry collaboration

Background

Effective collaboration between the VET sector and industry is crucial for developing a skilled workforce. Its importance has become even more pronounced since COVID-19 and amid persistent skills shortages (Trimboli et al., 2023). Effective VET-industry collaboration should move beyond the “shallow” partnerships focused on training for intermediate need towards the “deep” partnerships for future-focused workforce development (Smith et al., 2017). This is particularly relevant to the emerging batteries industry that incorporates battery manufacturing, installation, and end-of-life management. The collaboration should focus on developing diverse and inclusive talent pipelines based on emerging skills and opportunities and avoid competing for skilled workforces where shortages already exist (e.g. develop training pathways for electricians for the renewable energy battery sector rather than taking electricians from another sector to fill the gap).

Existing research has identified models and frameworks for effective VET-industry collaboration (e.g. “school-in-factory” and “factory-in-school” models) (Smith & Somers, 2024). However, many successes remain under-recognised and person-dependent, limiting scale and sustainability. Therefore, the Centre seeks applied research to identify, test, and refine VET-industry collaboration models tailored for the emerging battery workforce, enabling timely training-to-market and greater sharing of resources and expertise.

Objectives

- To identify and document best-practice models for VET–industry collaboration tailored to the battery sector.
- To improve learner work-readiness and safety through industry-validated learning and assessment resources.
- To establish feedback loops so current safety standards, technologies, and workplace practices inform TAFE training products.
- To provide structured exposure for teachers and trainers to new technologies and standard operating procedures.
- To ensure VET-industry collaboration also benefits underrepresented groups and supports diverse workforce participation.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches: [2]

- Conduct a literature review to identify models, frameworks, and examples of VET-industry collaboration.
- Engage with stakeholders to co-design a collaboration model suited to battery industry needs.
- Implement a pilot project to test the proposed model, followed by evaluation of effectiveness, scalability and sustainability.

Expected outcomes

Successful projects are expected to deliver and/or inform:

- A report on the current state of VET–industry collaboration, highlighting strengths, gaps, and opportunities for the battery sector.
- A tested collaboration model for VET and battery industry partnerships, including practical guidelines for implementation.
- Pilot evaluation findings with recommendations for improvement and scalability, supported by evidence.
- Practical resources (e.g. toolkits, templates) to support replication across other training organisations.

[2] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

Designing an integrated learning pathway

Background

The discussion about aligning VET and higher education is not new but has a long history involving policies and research, which has gained a renewed interest due to the changing needs of the Australian workforce that requires both practical skills and advanced theoretical knowledge. While there are different models and terminologies, the success of any higher-level pathway will hinge on the training and education being fit for purpose for industry, learners, and education providers.

The Centre engaged extensively with key industry stakeholders on four higher-level pathway options for the battery sector through an online survey, industry roundtables and one-on-one targeted consultation to identify their needs and priorities. One of the outcomes was a strong demand for an integrated learning pathway system, which enables cross-matching learning content from multiple qualifications to enhance efficiency and streamline educational pathways. The system will map knowledge content to maintain the same or a similar volume of learning (VoL) and ensure that assessment requirements are not diminished. The Centre seeks applied research to design, prototype, and evaluate an integrated learning pathway system for battery-specific training and qualifications.

Objectives

- To enhance design and delivery by maximising use of training time, removing duplication, and clarify an approach to the pathway that would allow students to ‘stack’ their training from Certificate/Diploma to Bachelor/equivalent, providing more flexibility for students.
- To ensure mapped pathways maintain the learning volume consistent with existing standards.
- To preserve assessment integrity and rigorous requirements, upholding qualification standards, licencing and non-negotiable time served for supervised on-the-job experience across different industries.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:

- Needs and policy analysis: map battery-related vocational and degree-level program offerings and requirements across TAFEs and universities.

- Build a machine-assisted mapping pipeline that aligns learning outcomes, assessment tasks, and VoL components across multiple qualifications/providers.
- Define equivalence matrices (e.g. capstone, practicum) and non-negotiables (e.g. licensing, safety-critical assessments).
- Co-design program maps that show stacked routes (skill sets → Cert/Dip → AdvDip → vocational degree/AQF7) with multiple entry/exit points, work-integrated learning blocks, and credit/recognition of prior learning (RPL) rules.
- Develop a prototype pathway application, enabling it to import course data, map to skills/occupations, and generate program maps and credit/RPL proposals, with VoL and assessment checks.

Expected outcomes

Successful projects are expected to deliver and/or inform:

- A framework and system design for integrated learning pathways that support higher-level pathways for the battery workforce.
- Validated program maps outlining coherent sequences, milestones, and mapped learning outcomes for multiple qualifications.
- A prototype application tested with TAFE and university partners, including evaluation of findings and recommendations for scalability.
- Practical resources (e.g. mapping templates, implementation guides) to support adoption across sectors.

Stream 2: Addressing industry needs and opportunities

This stream addresses the emerging workforce and operational challenges emerging from Australia's transition to renewable energy and battery technologies. It prioritises building inclusive pathways for diverse cohorts, supporting industries in integrating battery storage systems, and skilling relevant workforce for battery decommissioning. Through applied research and collaboration, this stream seeks to deliver scalable solutions that enhance workforce capability and ensure safety and sustainability across the battery lifecycle, while promoting equity and participation.

The Centre seeks applied research proposals on:

- Building pathways for diverse workforce
- Supporting industry's transition to battery storage and maximising the utilisation of assets
- Developing skilled workforce for battery decommissioning

Building pathways for diverse workforce

Background

Australia's transition to renewable energy equipped with battery storage systems presents an opportunity to build a diverse and inclusive workforce that draws talent from underrepresented groups, including but not limited to, First Nations peoples, people with disability, veterans, and immigrants. While each group of people faces different challenges, common barriers include limited recognition of prior learning (RPL), lack of tailored support, and inconsistent processes for translating existing skills into accredited qualifications.

While frameworks for RPL including a specific pathway (e.g. military skill recognition) exist, the number of RPL requests granted remains low and the process is characterised as manual and inefficient with conservative outcomes (Serich & Osborne, 2020). Applied research can support the design of systematic, scalable solutions that enable diverse cohorts to transition effectively into emerging battery industries. This includes developing tools and frameworks that standardise skill translation, while maintaining compliance with existing standards.

Objectives

- To map transferable skills from a chosen target group against competencies required for the battery workforce.
- To develop a standardised translation framework that converts prior technical and safety competencies into evidence requirements for VET units of competency.
- To inform the design of accelerated pathways that preserve assessment integrity, maintain compliance, and support inclusive participation.
- To identify delivery adjustments and support mechanisms that improve engagement and completion for diverse learners.
- To produce a pilot design with evaluation metrics to demonstrate feasibility, quality and scalability.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:[3]

- Competency mapping: Select relevant units of competency for battery-related training and deconstruct performance criteria, knowledge evidence, and assessment requirements.
- Skill translation research: Review job roles and qualifications from the chosen target cohorts and map them against VET requirements using interviews, document analysis, and stakeholder workshops.
- Framework development: Design a technical translation matrix or digital tool that supports assessors in making consistent and compliant RPL decisions.
- Pilot planning: Design a pilot plan for the framework and proposed pathway.

Expected outcomes

Successful projects are expected to deliver and/or inform:

- A validated skill translation framework (or matrix) that enables VET assessors to make transparent, consistent RPL decisions for the chosen target group.
- An implementation guide detailing how to apply the framework within TAFE operations, including compliance checks and recommended delivery adjustments for the target group to align their learning styles, all while maintaining compliance with VET competency and regulatory standards.
- Inclusion framework and resources relevant to the chosen target group (e.g. mentoring, cultural safety guideline, LLN support, etc.)
- Practical resources (e.g. templates, evidence mapping tools) to support assessors and streamline RPL processes.
- Recommendations for pilot program design, continuous improvement and scalability to ensure pathways remain current with technology, standards, and workforce needs.

[3] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

Supporting industry's transition to battery storage and maximising the utilisation of assets

Background

The new Queensland Government's energy roadmap (2025) puts battery energy storage as one of the key pillars for transition toward affordable, reliable and sustainable energy. It is essential to firm variable renewable energy and manage minimum system load. Some energy-intensive industries have embarked on this transition by electrifying their operations and equipment, presenting an opportunity to address both economic and environmental challenges (Strazzabosco et al., 2022).

While promising, integrating battery systems into renewable energy sources is complex and there are several issues that need to be addressed, including but not limited to, technical integration, economic viability, lifecycle management, and workforce capability. There may be no one size fits all approach as different industries require specific and tailored solutions according to their operations and energy needs. Applied research is needed to develop scalable, cost-effective models for battery integration across diverse industries, identify best practices for asset optimisation, and inform workforce development to support this transition.

Objective

- To review national and international best practices for integrating battery storage systems into a chosen industry's operations and optimising the asset utilisation.
- To evaluate technical and economic performance of battery systems under different operational conditions, including modelling for peak demand, reliability, and lifecycle costs.
- To identify the emerging skills and knowledge – both generic and industry-specific – required for design, operation, and maintenance of battery-integrated systems, and inform the development or contextualisation of education and training.
- To explore partnership models between industry, technology providers, and training organisations to accelerate adoption and workforce readiness.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:[4]

- Identify a target industry for renewable energy and battery integration.
- Literature and best practice review: Analyse global case studies of battery storage integration and asset optimisation strategies in the identified industry.
- Industry partnership and pilot case studies: Collaborate with industry partners and technology providers to design and implement pilot demonstrations of battery storage integration to renewable energy sources at selected operational sites; collect and analyse real-world data on performance, energy savings, and emissions outcomes.
- Economic and technical modelling: Assess financial feasibility, lifecycle emissions impacts, and sensitivity to variables such as energy tariffs, seasonal demand, and battery degradation.
- Workforce and skills mapping: Map the emerging technical competencies required for battery system deployment and optimisation; engage with training providers and industry to co-design curriculum recommendations or contextualised training products.

Expected outcomes

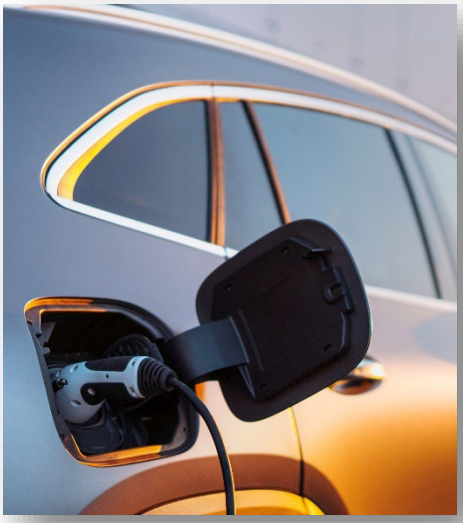
Successful projects are expected to deliver and/or inform:

- A comprehensive evidence base on best practices and lessons learned from battery storage adoption and asset optimisation in the identified industry.
- Validated pilot models demonstrating feasible, scalable approaches for battery integration tailored to the industry's specific operational contexts.
- Quantified performance data on energy efficiency, emissions reduction, and cost-benefit outcomes to inform future investment and policy directions.
- Workforce capability insights and training recommendations to build the skills pipeline necessary for energy transition backed by battery technologies.
- Strengthened industry-research partnerships supporting innovation, economic resilience, and environmental sustainability.

[4] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

Developing skilled workforce for battery decommissioning

Background



With the rapid growth of the battery industry and the start of the Australian Government's Cheaper Home Batteries Program, the number of batteries reaching their end-of-life stage is increasing quickly, as are the demand and interest for recycling and reusing these batteries. Therefore, battery decommissioning, including safe removal, disassembly, and transport, is emerging as critical work for both environmental and safety reasons. Improper handling of used lithium-ion batteries poses fire, chemical, and electrical hazards, yet if done properly, decommissioning enables valuable materials to be recovered and reintroduced into the supply chain, supporting a circular economy.

Meeting this challenge creates a critical demand for a skilled workforce trained in battery decommissioning and safe handling. However, the majority of research and industry focus is currently on material recovery at the recycling state, with limited attention to the upstream processes of safe decommissioning and reuse pathways (Furtado, 2024). The battery recycling industry is in its infancy and best practice techniques are still emerging (Powering Australia, 2025). This gap underscores the urgent need for skilled technicians and operators trained in safe decommissioning practices, compliance requirements, and innovative technologies that can improve efficiency and safety.

Objectives

- To define the end-to-end decommissioning workflow for lithium-ion batteries in energy storage and EVs, including the specific skills and knowledge required for safety.
- To evaluate technologies and methods that can assist in battery decommissioning and determine the training implications of adopting these innovations in industry.
- To identify gaps in the current training products against the required skills and knowledge and inform the development or contextualisation of training products for the relevant workforce.
- To inform and develop best-practice guidelines and industry standards for battery decommissioning.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:[5]

- Literature review and environmental scan: Review and synthesise existing knowledge and industry practices on battery decommissioning.
- Task and job analysis: Identify a real world context and the processes of battery decommissioning and conduct a task analysis to detail the knowledge/skills needed to do it properly at each step; identify failure points or safety incidents that would occur with untrained workers.
- Training-product mapping: Create a detailed matrix showing which decommissioning tasks and evidence of competencies identified are already satisfied by existing units/skill sets versus those needing contextualisation or new micro-credentials.
- Develop a competency framework: Synthesise the findings into a set of competency standards or a framework for technicians or others handling decommissioned batteries.
- Training product design: Propose a new training product or contextualisation of existing training to cover these competencies. Depending on findings, this could be adding specific units to existing qualifications or creating a new skill set or short course for battery decommissioning. Also outline any necessary practical training facilities or equipment required.

Expected outcomes

Successful projects are expected to deliver and/or inform:

- A detailed report documenting current practices and challenges in battery decommissioning, which underscores a training need.
- A detailed skills needs analysis for the workforce involved in battery decommissioning, clearly defining the competencies required at different stages and the current gaps in training provision.
- A clear definition of the roles and competencies required for battery decommissioning, which could be used by industry to create new job descriptions and by training providers to develop curricula.
- Evidence-based recommendations for industry to adopt best practice guidelines and for TAFE partners to develop and innovate training and conduct pilot training.

[5] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

Stream 3: Bringing innovation to communities

This stream recognises the success of battery and renewable energy initiatives depends on community engagement and trust. It focuses on improving energy security in remote First Nations communities through innovative solutions and local capacity building, alongside developing competencies for social licence to operate in the battery sector. By combining technical innovation with social and educational strategies, this stream aims to empower communities, strengthen collaboration, and ensure that renewable energy projects deliver long-term benefits aligned with local needs and values.

The Centre seeks applied research proposals on:

- Addressing energy security in First Nations communities
- Developing competencies for social licence to operate

Addressing energy security in First Nations communities

Background

Most remote First Nations communities rely on off-grid systems powered by diesel generators, which are expensive, unreliable, and logistically challenging to maintain. High rates of power outages and self-disconnections are common. Many renewable energy installations from previous decades are nearing end-of-life, with no clear plans for replacement (Mahmud & Roy, 2025). Addressing these challenges, however, is not only a technical challenge but also a cultural and educational one. Therefore, empowering communities to recognise and make the most of available opportunities to address their energy needs is fundamental to achieving energy security in these remote First Nations communities (McMaster et al., 2024).

By fostering local skills, knowledge, and engagement, communities are better positioned to identify solutions that are both effective and culturally appropriate. Developing this capacity ensures that energy initiatives are sustainable and aligned with the unique needs and aspirations of each community.

Objectives

- To investigate viable models for improving energy security in remote First Nations communities through renewable energy and battery storage, documenting both technical solutions and community engagement processes that lead to sustainable outcomes.
- To identify the skills and training needs required to support the new energy systems – for example, building local workforce capacity for operating and maintaining batteries and renewable energy generation.
- To strengthen collaboration between communities, TAFEs, and industry partners for long-term energy security and workforce development.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:[6]

- Community engagement and needs analysis: Work with a target community to conduct local capacity assessment and develop community capacity framework for energy transition along with battery integration.
- Technical options study: Compare feasible configurations (e.g. solar panel plus battery energy storage, demand management, pre-payment), factoring logistics, safety, warranties, and maintainability.
- Training and workforce pathway (tailored): Co-design micro-learning modules (short, practical, assessable) or consider existing ones for local trainees (e.g. routine maintenance, remote support workflows).
- Co-design and pilot delivery: Develop and trial a tailored training program in partnership with the community, incorporating (as per the community feedback) local language, cultural protocols, and practical learning.
- Knowledge translation (generalisation): Synthesise what is community-specific vs transferable, and document a community typology (population, climate, remoteness, tariff, etc.), solution archetypes (bundle technical, operational, governance and training choices for recurring situations), decision trees linking context with the solutions, and modular training kits that can be re-contextualised.

Expected outcomes

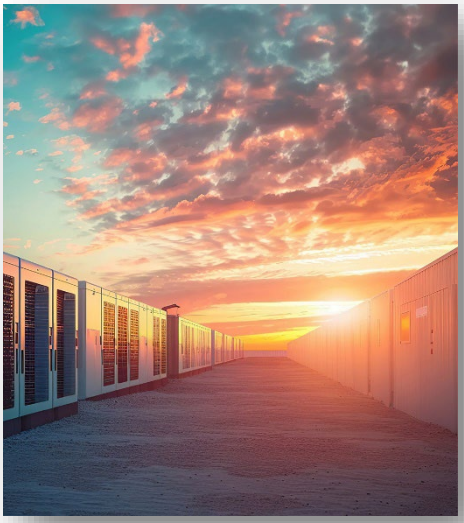
Successful projects are expected to deliver and/or inform:

- A co-designed energy security plan (technical, operational, governance, financing, maintenance) with agreed roles and escalation pathways.
- A community-specific training and implementation model for renewable energy and battery systems, validated through pilot delivery.
- First Nations remote energy toolkit, comprising the community typology, solution archetypes, decision trees, and modular training units for effective adaptation across the communities.
- A scale and support model: options for regional technical hubs, remote diagnostics, parts logistics, funding/ownership models, and pathways to accreditation/recognition for local trainees.

[6] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

Developing competencies for social licence to operate

Background



As Australia transitions toward a renewable energy future, batteries play a pivotal role in enabling storage, grid stability, and sustainable electrification. However, the uptake and success of battery technologies across mining, manufacturing, deployment, and recycling depends not only on technical innovation but also on social licence to operate (SLO) (Russo, 2025). The successful rollout of relevant infrastructure relies on personnel equipped with communication, negotiation, and complex conflict management skills. While SLO has been high on the agenda in Australia's resource sector for decades, an emerging renewable energy battery sector poses additional challenges to SLO. It requires trust, transparency and confidence in environmental, social, and safe practices underpinning the entire battery lifecycle.

Currently, relevant trainings for SLO are provided by the companies leading the projects. Within VET, there are no specific provisions regarding SLO. Relevant trainings are fragmented and exist in silos which are not linked to the renewable energy battery sector. The term social licence has also gained some negative connotations with a view that it may be used to manipulate community relations and manufacture consent (Kurniawan et al., 2022). Therefore, consideration should be given to updating training to address these concerns. The Centre seeks applied research to deliver a pedagogical framework for the delivery of training specifically targeted at supporting SLO in the renewable energy battery sector.

Objectives

- To review national and international best practices for community engagement specific to large-scale BESS and associated infrastructure.
- To develop a competency matrix detailing the SLO skills required for the BESS workforce by decomposing identified activities into measurable knowledge and performance.
- To design innovative delivery methods and assessment requirements suitable for TAFE.
- To inform the design and implementation of piloting the new training modules or learning resources.

Suggested approach

Proposals may consider, but are not limited to, the following research approaches:[7]

- Literature review and industry/community consultation: Review existing research and engage with companies and project teams in the battery sector to gather insight on their experiences with community relations, including challenges faced in gaining community acceptance and what skills or knowledge their staff needed in those situations; talk to community representatives, local government officials, and advocacy groups who have interacted with battery or renewable energy projects, highlighting where communication or engagement fell short.
- Define competency framework: Articulate a set of competencies for social licence to operate (e.g. community engagement planning, effective communication, cultural competence, environmental and safety transparency, conflict management).
- Curriculum integration: Develop recommendations or sample content for incorporating these competencies into training (e.g. suggest where a unit or element on community engagement could fit for VET qualifications related to the battery industry; propose a dedicated short course).
- Pilot training session: Test a component of this training with a group of current workers or students (e.g. participants practice explaining a battery system to a layperson and get feedback; simulate a community forum scenario as a classroom exercise) and use feedback to refine the approach.

Expected outcomes

Successful projects are expected to deliver and/or inform:

- Evidence-based insights on social licence, highlighting barries, enablers, and strategies.
- Competency framework for social licence skills: A clearly defined set of skills and behaviours that the battery industry workforce should possess to effectively manage community relations.
- Recommendations for VET training product innovation, including proposed new units or skill set, or enhancements to existing qualifications and micro-credentials.
- Pilot results and toolkit for industry and trainers, including scenario exercises, communication tip sheets (e.g., FAQs about battery safety for community audiences), and checklists for cultural protocols.

[7] The suggested approach and expected deliverables are provided as guidance only. Specific details may vary and should align with the content and methodology of the submitted proposal.

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Applied Research Grant Guide for Writing Proposals

TAFE Centre of Excellence
Clean Energy Batteries

Before you start

Applying for grants may feel overwhelming, especially for those new to the process or with varying levels of experience in grant writing. The TAFE Centre of Excellence Clean Energy Batteries has prepared this Applied Research Grants Guide for Writing Proposals to support the applicants. The Guide focuses on building a strong case, clarity and conciseness, accurate and balanced budget, and risk management.

In this document, the TAFE Centre of Excellence Clean Energy Batteries will be referred to as 'Centre', the Applied Research Grant will be referred to as 'Grant'.

Reminder

To uphold fairness and impartiality for all applicants, the Centre cannot provide feedback or advice on individual proposals, discuss their suitability, or assist with the content of your application.

Building a strong case

Building a strong case for your proposal is critical for your application for the Grant. This involves demonstrating how your proposal aligns with the Grant's goals and priorities, and how it will address specific needs of the Centre and the industry. Below are some key elements to focus on when building a strong case. By following these steps and presenting a well-reasoned case for your project, you can strengthen your proposal and make a compelling argument for why your project should receive funding.

Identifying the need

- Begin by presenting a clear, concise summary of the problem or opportunity your project aims to address.
- Use data, research, and stakeholder feedback to validate the need and underscore its importance.

This should be clearly addressed in the **Background** section of your proposal.

Project alignment

- Highlight how your proposed project aligns with the objectives and intended outcomes of the Grant (Refer to the **Grant Opportunity Guidelines**, Section 2).
- Make explicit connections between your project and the Centre's **Priority Areas of Applied Research**.

This should be clearly addressed in **Background; Design, Methodology and Partnership; Project Activities and Deliverables; Outcome, Impact and Scalability** sections of your proposal.

Proposed approach

- Provide a clear explanation of your project's approach and strategies for addressing the challenges and opportunities identified.
- Outline the methods and activities you plan to use to achieve your goals.

This should be clearly addressed in the **Design, Methodology and Partnership; Project Activities and Deliverables** sections of your proposal.

Outcomes and impact

- Clearly articulate the expected outcomes and potential impact of your project.
- Explain how your project will make a tangible difference to training, workforce development and innovation for the battery industry and renewable energy sector.

This should be clearly addressed in the **Outcome, Impact and Scalability** section of your Proposal.

Evidence and supporting information

- Back up your claims with evidence such as research findings, testimonials, or case studies.
- Demonstrate that your approach is grounded in best practice and has a strong likelihood of success.

This should be clearly addressed throughout your proposal, including in the **Background; Capability and Resources; Design, Methodology and Partnership** Sections of your proposal.

Risk mitigation

- Address any potential challenges or risks that may arise during your project and explain how you plan to mitigate them.
- Demonstrating awareness of risks and a plan to manage them adds credibility to your application.

This should be clearly addressed in the **Risk Management Plan.** The Risk Management Plan template is available under the Key Documents.

Write clearly and convincingly

Clarity

- **Be specific** by prioritising clarity and conciseness, so assessors can quickly understand your proposal and its goals.
- **Stay focused** by avoiding overly complex language that might obscure your message.
- **Tailor your responses** by making sure your answers align with each section of the proposal, avoid using generic responses or repeating information across the sections.

Make it understandable

- Consider your assessor by writing your proposal to be understandable regardless of their expertise and familiarity with the subject.
- Avoid vagueness by providing specific and detailed descriptions of your project's activities, particularly in the **Method**, **Research Outputs and Timeline** sections of your Proposal.
- Use refined language where appropriate, but it should not replace substance.

Accurate and balanced budget

Efficient and effective use of grant funds is one of the assessment criteria, and this must be clearly demonstrated through a comprehensive budget submitted as part of your application. A well-prepared budget provides a detailed breakdown of costs for each project activity outlined in the proposal and a clear rationale for how the allocation of resources will deliver value for money.

The budget template includes the following key elements and provided below are some examples of what may be included:

Income source and amount (GST excl)

- In this section, specify the **amount of funding you are requesting** through the Grant, along with any **additional income sources** that will support your proposed project.
- Other sources may include matching funds committed by your organisation or project partners, as well as in-kind contributions.
- If no additional income is anticipated, include only the amount requested from the Grant.

Expenditure item and amount (GST excl)

- List all costs associated with your proposal in this section – Include all relevant expenses necessary for the delivery of the project, for example, recruitment of research staff, stakeholder engagement, domestic travel and accommodation, promotional activities, dissemination of findings, and administrative costs.
- Provide detailed and transparent information, for instance, instead of simply stating “hire research assistant”, specify: “1 Research Assistant, 0.4 FTE for 1 year, Level 5, $32,000”.

Grant funding expenditure

- This section requires you to specify the portion of the expenditure amount that will be funded by the Grants. If the entire expenditure is to be covered by the Grants, then the Grant amount should match the expenditure amount
- If the Grants will only partially fund the expenditure, please indicate only the amount that will be drawn from the Grant.

Total income, project, grant expenditure

- The totals will be the same if the Grants is the sole source of funding for the project.
- If other sources of income (financial or in-kind) are included, the total income must equal the total project expenditure. Additionally, the total grant expenditure must align with the amount of funding requested.

Reminder

- Please thoroughly review (in)eligible expenditure specified in the **Grant Opportunity Guidelines** and **FAQs.**
- If your budget includes other sources of income, whether financial or in-kind, these must be clearly mentioned in **Letters of Support** from the committed organisations.
- The Grant offered is consideration for a taxable supply in accordance with section 9-17 of the *New Tax System (Goods and Services Tax) Act* 1999. Where the Grant recipient is registered for GST, GST is payable in relation to this Grant and as such TAFE Queensland will pay the Grant amount plus GST and issue a recipient created tax invoice. Therefore, the funding requested should be a GST-exclusive amount.
- Budget Template is available under the Key Documents.

Risk Management Plan

Risk management is also one of the assessment criteria, and this must be clearly demonstrated through a comprehensive Risk Management Plan template. A risk is defined as the effect of uncertainty on objectives, often expressed in terms of a combination of the consequences of an event (including changes in circumstances or knowledge) and the associated likelihood of occurrence.

You need to determine which risks are the most important in terms of their potential to impact the achievement of the objectives of your Grant. Where possible, try to combine similar risks to consolidate the number of potential risks. The Risk Management Plan includes the following key elements:

Risk identification

- The purpose of risk identification is to find, recognise and describe risks that might prevent you from achieving the Grant objectives.
- When identifying risks, the following questions should be considered: What event(s) can happen that will have an adverse effect on your grant activity, and how it can happen?

Risk impact

- The impact identifies the consequence of each risk (i.e. what are the effects to your organisation if the risk does happen?)

Risk control

- A control is a current process, policy, device, practice or any other action designed to modify risk. Examples of controls include *checklists*, *meetings*, *procedures manual, contingency plans, audits and agreements in place*.

Risk treatment

- A risk treatment is an additional activity being developed to manage and/or reduce the risk. Examples of risk treatments include the creation of *new guidelines* or the introduction of a *review process*.
- Once the proposed treatment has been implemented it becomes a control.

Effectiveness of treatment strategies

- An adequate control implies that the risk is well managed, and no further treatments are required.
- A marginally effective control implies that a treatment is not necessary, however this may depend on the level of risk.
- An inadequate control implies that treatments are necessary.

Likelihood

- Likelihood is the chance that something might happen.
- Rate the likelihood of the identified risk occurring with the controls in place.
- Ratings are: *Almost certain, Likely, Possible, Unlikely or Rare.*

Consequences

- A consequence is the outcome of an event and has an effect on objectives.
- Rate the consequence to the project outcomes of the identified risk occurring with the controls in place.
- Ratings are: *Insignificant, Minor, Moderate, Major or Catastrophic.*

Current risk rating

Likelihood	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	Low	Medium	High	Extensive	Extensive
Likely	Low	Medium	High	High	Extensive
Possible	Low	Medium	Medium	High	Extensive
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium	Medium

Proposed treatment strategies

- This section requires you to describe the strategies your organisation might use to address the identified risk, including *avoidance, reduction, transfer, or acceptance.*

Other supporting materials

Alongside your proposal, **Letter of Support** and **resume** may be used to evaluate the **Assessment Criteria 2 – Capacity and capability to deliver the applied research project.**

Letter of Support

- Letter of Support may be provided by partner organisations, including TAFEs.
- The Letter should provide:
  - An overview of how partner organisation(s) will work with you to successfully complete the research project.
  - An outline of the relevant experience and/or expertise partner organisation(s) will bring to the group.
  - Roles/responsibilities of partner organisation(s) and the resources they will contribute (if any).
  - A nominated contact officer or Partner Investigator(s).

Resume

- Please provide details of your relevant experience, including the roles you performed and achievements. A maximum of *two pages* is recommended.
- Please do **not** include *personal information* such as your date of birth, home address, phone numbers, or any identification numbers in your resume.

TAFE Centre of Excellence
Clean Energy Batteries

Day Month Year

(Salutation, First Name, Surname PI / CI)
(Faculty (if applicable)

Organisational Name

Street/Postal Address)
(SUBURB STATE POSTCODE)

Dear (Salutation and Surname),

LETTER OF OFFER

The TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland offers **[*insert full name of grant recipient and ABN, if applicable*]**, an Applied Research Grant (Grant). The offer, under Round 2 is for $ **[*insert grant amount*] (excl. GST)** to undertake the proposed research, **[*insert research project title]*** and Grant Activity as set out in the attached Grant Schedule.

I respectfully draw your attention to the details of the **Grant Activity** set out from **Page 2** onward in this Letter, which are based on your proposal and incorporate additional requirements determined by the Centre, following the recommendations of the relevant selection panels

To accept this offer and enter into an Agreement with the TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland, you must complete and submit this Letter to the Centre by ***[insert date]***; otherwise, this offer will lapse. By providing a signed copy by the due date, this Letter will form a legally enforceable Agreement between TAFE Queensland, and **[*insert grant recipient]***.

Upon execution and return of this Letter, you are also required to complete an online form to ensure your registration into the TAFE Queensland finance system: Complete the online finance system form

Please note, this Letter of Offer, and any acceptance thereof, shall remain strictly **confidential** and details of your successful grant application are subject to **embargo** until an **official government announcement** to be made public. Please ensure that any stakeholders and partners connected to your application are aware of the embargo.

If you have any questions about this offer, please contact TCECleanEnergyBatteries@tafeqld.edu.au

Yours Sincerely,

(Body)

(Closing Paragraph)

(Contact Paragraph)

GRANT SCHEDULE

Purpose of the Grant

This Grant, provided under Round 2 of the TAFE Centre of Excellence Clean Energy Batteries Applied Research Grant, is awarded for the purpose of facilitating applied research projects that respond to education and training, and workforce attraction and retention needs. The outcomes of the Grant will contribute to achieving Commonwealth and State Governments' policy objectives, which are of public benefit. The Grants will support innovative research that provides insights and solutions to realise the opportunities and address the challenges in the battery industry and renewable energy sector, enhance education and training, and improve diversity, equity and inclusion in the emerging battery workforce.

The Grantee agrees to use the Grant monies and undertake each activity in accordance with this Agreement.

Grant Activity

1. Delivery Period

   (a) The Delivery Period for the delivery of Grant Activity outlined below is from ***[insert project start date]*** until ***[insert project end date]***.

2. Activities

   (a) The Grantee is responsible for providing the Activities outlined to the reasonable satisfaction of the Centre.

   (b) The Grantee is responsible for providing all resources, personnel, and equipment necessary for the proper supply of the Grant Activity.

Grant Activities
1. Commencement of Research Project (***[Insert duration]*** from the Project Start Date) (a) Delivery Plan a. The Grantee must provide to the Centre a Delivery Plan detailing how the Grantee plans to deliver each of Grant Activity and timeline for the delivery. b. If the Centre is not satisfied with any aspect of the Delivery Plan submitted by the Grantee, the Centre may request the Grantee to either revise and resubmit the plan or to provide further information in relation to the unsatisfactory aspects. The Grantee must provide such further information or resubmit the Delivery Plan to the Centre's satisfaction within a reasonable timeframe specified by the Centre. (b) Establish governance and oversight a. The Grantee must provide to the Centre a governance and oversight framework established to oversee the plan, delivery, monitoring and reporting of the Grant Activity.

(c) Updated budget (if applicable)

a. The Grantee must provide to the Centre an updated budget if changes were made to the budget submitted.

b. The updated budget must not affect the scope and nature of the Grant Activity and the Grantee's capacity to deliver the activities.

(d) Human Research Ethics (if applicable)

a. The Grantee must provide to the Centre a copy of Human Research Ethics Approval from NHMRC registered Human Research Ethics Committees (HREC) or evidence of the application.

(e) Recruitment activities

a. The Grantee must provide to the Centre a plan to recruit staff, and/or details of existing employees of the Grantee and/or Partner Organisations who will conduct the Grant Activity.

(f) Stakeholder engagement plan

a. The Grantee must provide to the Centre a plan outlining objectives, methods and timelines for stakeholder engagement. The stakeholders must include but are not limited to the following: ***[Insert the stakeholders listed in the application]***

2. ***[Insert a full description of other activities to be undertaken throughout the course of the Grant, projected timeline, milestones, and intended research outcomes, based on the information provided in Project Activities and Deliverables and Outcome, Impact and Scalability sections of the Application, as well as additional requirements recommended during the selection process]***

3. Key Performance Indicators (KPIs)

(a) The Grantee must meet or exceed the following Key Performance Indicators (KPIs):

KPI 1 Commencement of Research Project Report (Grant Activity 1)

Method of Measuring Performance

- Confirmation of receipt by the Centre of Commencement of Research Project Report in line with the standards listed below.

Minimum Standard of Performance

- The Grantee submits the Commencement Report by the date specified in Grant Activity Reporting Commitments.
- The Report provides a comprehensive and feasible Delivery Plan.
- The Report provides the details of existing or new framework on how the Grant Activity will be governed and overseen to mitigate risks and deliver the Grant Activity to the highest quality possible within the budget and scope of the project.
- The Report provides the detailed budget for the Grant Activity, including any changes made and justification for the changes.

• The Report provides the evidence of human research ethics approval, or of seeking approval. • The Report provides the details of staffing arrangement to deliver the Grant Activity. • The Report provides objectives, methods and timelines of stakeholder engagement to undertake the Grant Activity, subject to requirements of the human ethics approval.
KPI 2 Stakeholder Engagement and Partnerships (Grant Activity 2)
Method of Measuring Performance • Confirmation of receipt by the Centre of stakeholder engagement records to the standards listed below. **Minimum Standard of Performance** • The Grantee provides aggregated and de-identified stakeholder engagement logs in Interim and Final Reports. • The Grantee reports contributions of stakeholders and partners in Grant Activity in qualitative thematic format, and where relevant in quantitative format. • Reported stakeholder engagement demonstrates effective and meaningful collaboration on key grant activities.
*KPI 3 **[Insert Other Grant Activities]***
Method of Measuring Performance • Confirmation of receipt by Centre of ***[insert evidence]*** to the standards listed below **Minimum Standard of Performance** • ***[Insert minimum standard of performance]***

4. Grant Activity Reports

(a) The Grantee will deliver the Grant Activity to the Centre's satisfaction and substantially in accordance with the Delivery Plan.

(b) The Grantee must provide the Grant Activity Report to the Centre in accordance with the timeframes.

Grant Activity Reporting Commitments	
Report 1: Commencement of research project This report provides evidence of completing Grant Activity 1.	*[insert date - which should be approximate to three months following the commencement of the Grant Period]*
Report 2: Interim Report This report must provide the progress update on actual delivery of Grant Activity against the Delivery Plan.	*[insert date – which should be approximate to six months following the commencement of the Grant Period]*
Report 3: Final project report This report must provide an overview of Grant Activity undertaken during the Delivery Period, including key findings, challenges and/or learnings, areas for future research, and potential legacy impact.	*[insert date – which should be approximate to twelve months following the commencement of the Grant Period]*

(c) The Grant Activity Report will include information on the Grantee's delivery of the Grant Activity.

(d) The Centre will use the three Grant Activity Reports to assess the Grantee's delivery of the Grant Activity.

(e) The Centre may also request ad hoc data or information from the Grantee as required to fulfil its reporting and briefing obligations.

(f) Research findings and outputs produced as a result of this Grant Activity, including but not limited to, Interim Report, Final Report, conference presentations, and peer-reviewed publications, as well as any publicity, advertising and marketing related to the Grant must adhere to strict marketing and publicity requirements as outlined in this Letter of Offer.

Documentation and Record Keeping

Item	Duration
1. Documents, records and all information necessary to substantiate, to the reasonable satisfaction of the Centre, compliance with the terms and conditions of this Agreement, including: (a) Any documents, records and information that are produced as part of this agreement, and are ethically shareable, specified by the Centre from time to time; and (b) Full evidence (e.g., receipts, records, and invoices) of expenditure of the Grant.	Kept for a period of 7 years from the date of expiration or termination of this Agreement unless otherwise specified in writing by the Centre.

Special Conditions

(a) Grant received by the Grantee from other Grantor outside of this Agreement must not be used by the Grantee for the delivery of the Grant Activity without prior written approval of the Centre.

Relationship Management

(a) The Centre and the Grantee will meet regularly, at agreed timeframes and as needed, to discuss progress and operational aspects of the Agreement.

(b) The Centre and the Grantee will work together to cooperate and collaborate based on the following values:

i. *Willingness:* the Centre and the Grantee will demonstrate initiative, embrace each other's issues, act on feedback and display commitment to their respective obligations;

ii. *Honesty and openness:* problems and changes will be dealt with in a proactive manner, working towards common solutions;

iii. *Sharing:* wherever possible, the Centre and the Grantee will proactively share information, knowledge and resources, and include each other in decision-making and celebrating achievements;

iv. *Respect:* the Centre and the Grantee accept each other's respective roles and respect their differences;

v. *Stewardship:* the Centre and the Grantee recognise their finite resource limitations - including funds, people and assets - as well as the changing demands on the provision of services;

vi. *Consistency* - wherever possible the Centre and the Grantee will endeavour to ensure common policies, systems, procedures and practices will be developed; and

vii. *Good faith* - the Centre and the Grantee make a commitment to see this Agreement work and demonstrate accountability for its achievement.

Grant Activity Budget

As per the Grant proposal, the Grantee agrees to use the Grant and undertake the Activity consistent with the following budget:

[insert budget as provided within the Application Form]

Grant Duration

The Grant Activity starts on **[*insert date/event*]** and ends on **[*insert date/event*]**, which is the Activity Completion Date.

Grant Amount and Payment Details

The amount of the Grant is $ [***insert grant amount***] (excl. GST). The payments of the Grant will be made as follows:

Amount	Date
$ [***insert 50% of awarded grant monies]***	***[Insert date]***, or four weeks following the commencement of Grant Activity upon acceptance of the Grant, whichever is later (Milestone 1).
$ [***insert 30% of awarded grant monies]***	***[Insert date]***, or upon receipt of the Interim Report to the standard indicated in the KPIs, whichever is later (Milestone 3).
$ [***insert 20% of awarded grant monies]***	***[Insert date]***, or upon receipt of the Final Report to the standard indicated in the KPIs, whichever is later (Milestone 4).

The parties acknowledge that in accordance with section 9-17 of the *New Tax System (Goods and Services Tax) Act 1999 (Cth)*, the Grant is consideration for a taxable supply. GST is payable in relation to this Grant, and where applicable, TAFE Queensland will pay the Grant amount plus GST provided that the Grantee is registered for GST.

Subject to the Grantee's compliance with this Agreement, payment(s) will be made into the bank account provided.

Spending the Grant

The Grantee must provide TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland with a completed Final Research Report, including the final expenses ledger, which demonstrates that any money received under the Grant has been spent in accordance with this letter.

The Grantee must use the Grant Amount only to deliver the Grant Activity set out in this Letter of Offer. If the Grantee uses the Grant Amount for a purpose other than those permitted under this Agreement, or as otherwise approved by TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland ('**Unauthorised Allocation'**), then, without limiting any other rights it may have, TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland may notify the Grantee that the Grantee is required to repay the Unauthorised Allocation within 10 Business Days. This amount will be a debt due and owing to TAFE Queensland by the Grantee.

Governing Law

This Agreement is governed by the law of Queensland, Australia.

Record Keeping

The Grantee agrees to maintain records of the performance of the Grant Activity and the expenditure of the Grant for a period of five years after the Activity Completion Date and to make them available to TAFE Queensland, TAFE Centre of Excellence Clean Energy Batteries; and/or the Department of Employment and Workplace Relations; and/or the Department of Trade, Education and Training on request. This term survives the termination, cancellation or expiry of the Agreement.

Other obligations

The Grantee must perform the Grant Activity:

- to highest quality possible having regard to best industry practice, good corporate governance and TAFE Queensland's and the Queensland Government's reasonable expectations for the prudent use of public monies;
- in accordance with all applicable laws and regulations, and any relevant industry standards, guidance and codes of practice, applicable to the Grantee;
- in a manner that will not or is not likely to damage the reputation of TAFE Queensland, TAFE Centre of Excellence Clean Energy Batteries, or the Queensland Government.

The Grantee agrees to comply with the reasonable directions of TAFE Queensland in relation to academic, quality and regulatory compliance, and to do all things reasonably necessary to assist TAFE Queensland in fulfilling its obligations under its head funding agreement with the Queensland Government, including after the Grant Activity concludes.

Marketing and Publicity

TAFE Queensland, in conjunction with the Department of Trade, Education and Training, 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.

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 Clean Energy Batteries, led by TAFE Queensland, a joint initiative between 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.

Signatures

Grantee

Name:

Position:

Signature:

Date:

TAFE Queensland

Name:

Position:

Signature:

Date:

GRANT CONDITIONS

1. Undertaking the Grant Activity

The Grantee agrees to use the Grant and undertake the Grant Activity in accordance with this Agreement, and to not cease or change any of the Grant Activity without the prior written approval of TAFE Queensland.

2. Promotion and Acknowledgements

The Grantee agrees to adhere to all marketing and publicity requirements of the Grant, including obtaining TAFE Queensland's approval for any promotional materials or activities and ensuring all statements and relevant research outputs include the Funding Acknowledgement.

3. Notices

The Grantee agrees to notify the TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland:

a) promptly, of any change to the Grant Activity, or anything reasonably likely to affect the performance of the Grant Activity, including any actual, perceived or potential conflict of interest which could affect the Grantee's performance of this Agreement and to take action to resolve the conflict;

b) immediately, of any allegation that raises a reasonable suspicion of misconduct or dishonesty of a serious nature by the Grantee or its personnel in respect of Funding or the Grant Activity; and

c) within one business day, of any matter where significant media attention has occurred or is likely to occur in respect of the Grant Activity.

4. Payment of the Grant

The TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland agrees to pay the Grant to the Grantee in accordance with this Agreement.

The parties agree that the amount of the Grant is exclusive of any GST payable, and the Grantee agrees to pay all taxes, duties and government charges in connection with the performance of this Agreement.

5. Spending the Grant

The Grantee agrees to spend the Grant for the sole purpose of undertaking the Grant Activity, and to provide a statement, in the form required by the TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland, and signed by the Grantee, verifying that the Grant Activity has been undertaken and the Grant was spent in accordance with this Agreement.

6. Repayment

If any of the Grant amount has been spent other than in accordance with this Agreement or on expiration or termination of this Agreement is additional to the requirements of the Grant Activity, the Grantee agrees to repay that amount, unless agreed in writing otherwise.

7. Record keeping

The Grantee agrees to maintain records of the performance of the Grant Activity and the expenditure of the Grant for the period specified in the Grant Schedule and to make them available on request.

The Grantee agrees to meet with TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland throughout the term of this Agreement for the purposes of monitoring the delivery of the Grant Activity and assisting TAFE Queensland to fulfil its obligations to the Queensland Government, which may include meetings with visits by Queensland Government personnel to inspect the Grantee's records related to the Grant Activity. The Grantee must make available to TAFE Centre of Excellence Clean Energy Batteries at TAFE Queensland all information and documents that it requests for the purpose of this clause and the Grantee warrants in each instance, that such information and documents are true and correct to the best of the Grantee's knowledge.

The Grantee agrees to provide all reasonable assistance to TAFE Queensland in relation to its financial and compliance audit obligations it owes to the Queensland Government, including by giving TAFE Queensland or the Queensland Government and each of its auditors full and free access to any records, personnel, premises, accounts, documents, and papers that relate to the receipt, expenditure or payment of the Grant Amount.

8. Privacy

When dealing with Personal Information (as defined in the *Information Privacy Act 2009* (Qld)) in carrying out the Grant Activity, the Grantee must comply with the Relevant Provisions of the *Information Privacy Act 2009* (Qld) in relation to the discharge of its obligations under this deed, as if it were an 'agency' for the purposes of that Act.

'Relevant Provisions' means Parts 1 and 2 of Chapter 2 and section 41 of the *Information Privacy Act 2009* (Qld).

9. Grant Activity IP and Background IP

Grant Activity IP

The Grantee acknowledges and agrees that all Grant Activity IP will vest in, and is assigned to, TAFE Queensland on creation. The Grantee must, at its 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.

Background IP

Each party acknowledges and agrees that the other party's 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.

The Grantee grants to TAFE Queensland an irrevocable, worldwide, royalty free, non-exclusive and non-transferable licence to:

- use, reproduce, communicate to the public and adapt for its own use;
- perform any other act with respect to copyright in; and
- manufacture, sell, hire or otherwise exploit a product or process or to provide a service or to licence a third party to do any of those things in respect of,

its Background IP to the extent that such Background IP forms part of, or is required to make full use of, the Grant Activity IP.

The Grantee warrants that its Background IP and the acts of TAFE Queensland or a person authorised by TAFE Queensland in relation to the Grantee's Background IP in accordance with this agreement does not and will not infringe the Intellectual Property Rights or moral rights of any person.

Grantee's Licence

TAFE Queensland grants to the Grantee an irrevocable, worldwide, royalty free, non-exclusive and non-transferable licence in the Grant Activity IP to:

- deliver the Grant Activity; and
- publish its research findings produced as a result of the Grant Activity solely for academic purposes, including in industry reports, rapid literature reviews, conference presentations, and peer-reviewed publications.

For the purposes of this clause:

a) 'Background IP' means a party's Intellectual Property Rights existing at the date of this Agreement, or coming into existence during the term of this Agreement, other than Grant Activity IP.

b) 'Grant Activity IP' means Intellectual Property Rights that are discovered, developed or otherwise come into existence as a result of, for the purposes of, or in connection with the performance of the Grant Activity or this Agreement.

c) 'Intellectual Property' means anything (including, but not limited to, inventions, ideas, designs, concepts, information, works and subject matter other than works) in which Intellectual Property Rights are capable of subsisting.

d) 'Intellectual Property Rights' includes all present and future rights in relation to copyright, trademarks, designs, patents, trade, business or company names or other proprietary rights, or any rights to registration of such rights whether created before or after the date of this agreement, and whether existing in Australia or otherwise.

10. Confidentiality

A party agrees not to disclose the other's confidential information without its prior written consent unless required or authorised by law.

11. Insurance

The Grantee agrees to maintain adequate insurance for the duration of this Agreement and provide TAFE Queensland with proof when requested.

12. Licences and approvals

The Grantee must ensure that all persons engaged to work on the Grant Activity obtain and maintain all relevant licences, registrations or other approvals required by applicable laws or as directed by the Commonwealth, including but not limited to police checks, Working with Children Checks and Working with Vulnerable People checks.

The Grantee must ensure that any subcontract entered into by the Grantee for the purposes of this

Agreement imposes these same obligations on the subcontractor and requires the subcontractor to include these obligations in any secondary subcontracts.

13. Dispute resolution

The parties agree not to initiate legal proceedings in relation to a dispute unless they have tried and failed to resolve the dispute by negotiation.

The parties agree to continue to perform their respective obligations under this Agreement where a dispute exists.

The procedure for dispute resolution does not apply to action relating to termination or urgent litigation.

14. Termination for default

TAFE Queensland may terminate this Agreement by notice where it reasonably believes the Grantee:

a) has breached this Agreement; or
b) has provided false or misleading statements in their application for the Grant; or
c) has become bankrupt or insolvent, entered into a scheme of arrangement with creditors, or come under any form of external administration.

TAFE Queensland will not be required to make any further payments of the Grant after the termination of the Agreement.

15. Conflict of Interest

The Grantee warrants that, at the date of this Agreement, no actual, reasonably anticipated or perceived conflict of interest exists in relation to the performance of the Grant Activity. The Grantee must immediately notify TAFE Queensland of any matter which may give rise to an actual or potential conflict of interest at any time. If a conflict of interest arises during the term of this Agreement, or any matter arises which may reasonably be expected to give rise to an actual or potential conflict of interest, the Grantee must:

a) immediately notify TAFE Queensland and outline its plan for resolving or avoiding the conflict; and

b) take all such action as may be reasonably necessary to resolve or avoid the conflict of interest, including any action that TAFE Queensland may reasonably require, in a manner satisfactory to TAFE Queensland.

15. General provisions

A party is not by virtue of this Agreement an employee, agent or partner of the other party.

This Agreement may only be varied by the parties' signed written agreement.

Clauses 5 (Spending of the Grant), 6 (Repayment), 7 (Record keeping), and 9 (Grant Activity IP) survive the expiry or termination of this Agreement.

16. Hierarchy

A Grant Agreement will be formed between TAFE Queensland and the Grantee when the Grantee submits this Grant Agreement and Schedule document to the TAFE Centre of Excellence Clean Energy Batteries.

Each Grant Agreement incorporates the terms contained in:

a) the terms of this Grant Agreement, including the Grant Schedule and Conditions;
b) the relevant Grant Opportunity Guidelines; and
c) the Grant Opportunity Application Form submitted by the Grantee.

In the event and to the extent of any inconsistency between the terms of the above documents, the order of hierarchy in descending order will prevail.

Applied Research Grants
Budget Template

TAFE Centre of Excellence
Clean Energy Batteries

If applicable, please include other income sources, including but not limited to in-kind contributions and/or matching funds.

Income source	Income amount	Expenditure item	Expenditure amount	FY expenditure (2025/26 FY or 2026/27 FY)	Grant funding expenditure
Total income	**$**	**Total project expenditure (must match total income)**	**$**	**Total grant expenditure (must match funding request)**	**$**

Risk Management Plan

This document has been designed to support applicants to develop a Risk Management Plan to be included with all grant applications.

This document includes:

- definitions
- examples of risk
- a risk management plan template.

Definitions

Risk

A risk is defined as the probability or threat of damage, injury, loss, or other negative outcomes that may arise from internal or external factors.

Risk identification

Risk identification is the initial phase of the risk management process. It involves recognising and recording potential risks that may affect the project's progress, the achievement of objectives, or its overall success.

Risk impact

Risk impact refers to the potential outcomes or consequences that a risk event may have on the project's progress, achievement of objectives, and overall success.

Risk control measures

Risk control relates to a current process, policy, device, practice, or any other action designed to modify a risk. Examples of control measures include checklists, meetings, procedures manual, contingency plans, audits, and agreements in place.

Risk treatment / mitigation

A risk treatment is an additional, planned activity or actions to address a risk, which is not yet implemented. Examples of risk treatments or mitigations may include the creation of new guidelines, the introduction of a review process etc. Once the proposed treatment/ mitigation has been implemented it becomes a risk control measure.

Effectiveness of treatment / mitigation strategies

An adequate control measure implies that the risk is well managed, and no further treatments/mitigations are required. A marginally effective control implies that a treatment/ mitigation is not necessary. This may depend on the level of risk. Inadequate control measures imply that treatment/ mitigation strategies are necessary.

Likelihood

Likelihood is the chance that something might happen. Rate the likelihood of the identified risk occurring with the control measures in place.

Likelihood ratings are: Almost certain, Likely, Possible, Unlikely or Rare.

Consequences

A consequence is the outcome of an event that influences objectives. Rate the consequence to the Project outcomes of the identified risk occurring with the controls in place.

Consequence ratings are: insignificant, minor, moderate, major, or catastrophic.

Current Risk Rating

Consequence → Likelihood ↓	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	Low	Medium	High	Extensive	Extensive
Likely	Low	Medium	High	High	Extensive
Possible	Low	Medium	Medium	High	Extensive
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium	Medium

Examples of risk

Risk	Likelihood	Impact	Control Measures or Treatment/ Mitigation Strategies
Delays in receiving funding	Rare/Unlikely/Possible/Likely /Almost Certain	High/Med/ Low	Ensure project commencement aligns to receipt of funding timeframes. Implement reminders to ensure reporting is completed and uploaded in line with milestone & payment release reporting requirements.
Involvement of vulnerable population	Rare/Unlikely/Possible/Likely /Almost Certain	Med/High	Ensure the project is approved by the Human Research Ethics Committee or equivalent at Grant Applicants' institutions and submit a copy of the ethics approval to the TAFE Centres of Excellence.
Fieldwork and/or travel	Rare/Unlikely/Possible/Likely /Almost Certain	Med/High	Ensure project team completes fieldwork/travel safety training or equivalent at Grant Applicant's institutions; Ensure fieldwork/travel adheres to the institutions' policy and procedures. Monitor environmental impacts that could impact air travel.
Delays in recruitment of staff	Rare/Unlikely/Possible/Likely /Almost Certain	High/Med/ Low	Realistic understanding of what can be achieved within a limited timeframe and budget and awareness of what staff are likely to be available. Review existing workforce resources and identify reprioritisation strategies to meet project timeframes.
Budget shortfalls	Rare/Unlikely/Possible/Likely /Almost Certain	High/Med/ Low	Develop budgets to fully plan for known likelihoods and factor in relevant contingencies. Take a competitive approach to the market. Maintain a monthly review to monitor forecast and actual expenses for the project.
Operational demands lead to	Rare/Unlikely/Possible/Likely /Almost Certain	High/Med/ Low	Ensure project manager/coordinator is fully capable and is working to a realistic project plan, timeline, and budget.

delays to the timely delivery of project			Escalate operational requirements for distribution across other project teams.
Target populations do not respond to project	Rare/Unlikely/Possible/Likely /Almost Certain	High/Med/ Low	Thorough needs assessment and response is part of the project proposal and evidence of both need and adequacy of response is identified in project plan. Ongoing marketing and flexible project delivery. Engage in target specific communications.

Risk management plan template

Complete the Risk Management Plan using the information provided above. Add all risks which you have identified. Consider risks relevant to the proposed grant activity, your organisation, and your context of operation (the geographic and community setting, available infrastructure, other organisations, etc.).

Risk reference	**Risk identification** What event(s) can happen and how it can happen	**Risk impact** What are the effects if it does happen	**Risk controls** What controls are currently in place	Likelihood	Consequence	Current risk rating	Acceptable/ unacceptable?	**Proposed treatment strategies**
1				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
2				Choose an item.	Choose an item.	Choose an item.	Choose an item.	

3				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
4				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
5				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
6				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
7				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
8				Choose an item.	Choose an item.	Choose an item.	Choose an item.	