TAFE Centre of Excellence Clean Energy Batteries Applied Research Grants Round 3

Grant opportunity opens:	**24 July 2026**
Grant opportunity closes:	**11:00pm AEST, 7 September 2026*** Note: The TAFE Centre of Excellence Clean Energy Batteries may amend the closing date and time at its own discretion by issuing a notice to those registered in SurePact grant management portal. * Please note that any tech support for the grant management portal will close at 2:00pm AEST 7 September 2026
Administering entities:	TAFE Centre of Excellence Clean Energy Batteries
Enquiries:	If you have any questions, contact: CleanEnergyBatteriesTCE@tafeqld.edu.au
Type of grant opportunity:	Open competitive (by application)

These Guidelines contain information for the TAFE Centre of Excellence Clean Energy Batteries Applied Research Grants (Grants) Round 3.

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

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

Note: The Centre endeavours to make the application process as inclusive and accessible as possible. If you require technical assistance with completing an application online, please contact us via email prior to 24 August 2026: CleanEnergyBatteriesTCE@tafeqld.edu.au

1. About the Centre

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

TAFE Queensland has been selected to lead the TAFE Centre of Excellence Clean Energy Batteries (The Centre), a $20 million joint initiative between the Australian Government and the Queensland Government, with a focus on growth in the sustainable energy sector by improving and innovating training for emerging skills needs to deliver a pipeline of qualified workers across Australia.

2. About the Grants

The Grants have been designed to facilitate partnerships between a wide range of stakeholders in the battery and renewable energy sectors, including the industries transitioning to renewable energy and battery technologies, to advance applied research, focusing on innovation, sustainability, and workforce development to address industry needs and inform related education and training.

The objectives of the Grants are to:

1. *encourage collaborative research* – promote partnerships between and engagement among the key stakeholders in planning, designing and implementing applied research projects that address real-world challenges
2. *support evidence-based solutions* – fund research initiatives that generate actionable insights and evidence to inform training and education for the renewable energy and battery industry
3. *enhance TAFE capacity* – provide opportunities for professional development and capacity building for researchers, educators, and students involved in VET applied research
4. *facilitate knowledge transfer* – ensure the dissemination of research findings through publications, conferences, and workshops to maximise the impact and scalability of successful projects
5. *promote inclusivity and diversity* – prioritise research projects that address the needs of diverse communities, including First Nations peoples, to ensure equitable access to training and employment opportunities.

The intended outcomes of the Grants are to:

1. support the delivery of high-quality products, services and systems in the renewable energy and battery sectors and enhance education and training within TAFEs
2. develop innovative solutions to realise the opportunities and address the challenges in the renewable energy and battery sectors
3. enhance diversity, equity and inclusion in the renewable energy and battery workforce.

2.1 Research in partnership

To support the objectives of the Grants, all applicants must demonstrate that the proposed research activity will include a substantive partnership with TAFE Queensland and/or other TAFEs. Where the lead applicant is a TAFE, the application should demonstrate a partnership with industry, university and/or community organisations.

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

A partnership arrangement with TAFEs may include, but is not limited to:

- co-design and/or co-delivery of research activities with TAFE educators and/or students
- inclusion of TAFE personnel as co-researchers and/or subject matter experts
- other in-kind contributions that enable or enhance research activities.

Partnership arrangements, including the key roles and responsibilities of each organisation listed in the research proposal should be clearly outlined in the application form. It is the applicant's responsibility to engage potential partners prior to submitting the application and to secure letters of support. Partnership arrangements verified through the letters of support will be viewed favourably by the Selection Advisory Committee.

Applicants seeking to partner with TAFE Queensland must lodge a partnership request with TAFE Queensland Commercial by 5.00pm AEST 21 August 2026:

tafeqld.edu.au/contact/fm/coe-grants-assistance

The EOI should clearly outline the proposed project and partnership details, including the roles and indicative contributions of TAFE Queensland. Where the TAFE Queensland's expected role involves substantial work beyond that ordinarily regarded as an in-kind contribution, that work should be expressly identified and included in the application budget.

Please note that the EOI does not guarantee a partnership, which will depend on the needs and availability of staff and resources during the proposed project period.

Research proposals, particularly those directly involve First Nations peoples, are urged to ensure cultural safety in designing and implementing projects. The Centre can provide *Culturally Safe Training for First Nations People Guideline* and the flowchart outlining the process, should applicants have no framework in place to guide the process.

3. Grant opportunity process

Funding round is designed to achieve Australian and Queensland Governments policy objectives
This grant opportunity is part of the Centre's Applied Research Program, which contributes to the joint objectives of the Commonwealth Department of Employment and Workplace Relations, the Queensland Department of Trade, Employment and Training, and the Centre under the NSA.

Grant opportunity opens
The Centre releases the Grant Opportunity Guidelines on the TAFE Queensland Applied Research Grants landing page.

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

Grant application assessment and approvals
The Centre considers all applications which meet the eligibility requirements (see Section 5) on an openly competitive basis against the assessment criteria (see Section 6). Application assessments are conducted by an external, independent Selection Advisory Committee. Written recommendations are then provided to the Queensland Government for moderation and to the Applied Research Sub-Committees for review and recommendation. The recommendations are noted by the Steering Committee for risk assessment and presented to the TAFE Queensland Executive for financial endorsement and CEO approval.

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

Grant Agreement
Successful applicants are sent a Letter of Offer, which outlines the payment schedule and grant conditions. Upon acceptance of the Letter, the terms and conditions specified in the Letter will form a legally enforceable Grant Agreement between TAFE Queensland and the applicant.

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

4. Funding amount and duration

A total funding amount of **$800,000** is available for the round 3 of the Grants. While applicants may submit more than one application per round, they are eligible to receive funding for one proposal per round. The round 3 grant opportunity will be published on the TAFE Queensland Applied Research Grants landing page on 24 July 2026, when the SurePact grant management portal will also open for submission.

Applications must nominate a specific amount of funding between **$50,000** and **$200,000** per proposal. The nominated funding amount should be proportional to the scope, scale and complexity of the proposed research activity. In seeking to support a diversity of projects, TAFE Queensland may offer reduced funding.

Grantees must use the funding amount awarded for the approved Grant Activity over the duration of the project of up to one year (12 months), unless otherwise specified in the Letter of Offer. The Grant Activity must be delivered between the project start date and project end date as defined in the Grant Schedule. Grantees must advise the Centre and request approval for variations, if needed.

Grant monies are awarded in three separate payments as per the schedule outlined in the Letter of Offer, and below:

Project start date	The date that the parties agree for the project start date or 30 November 2026, whichever is later.
Release 1	50% of the total amount of funds awarded are released upon the Grant Agreement being finalised, or commencement of Grant Activity, whichever is later.
Release 2	30% of the total amount of funds awarded are released upon acceptance of Report 2: Interim Report (Milestone 3) due approximately 6 months after the commencement of the grant activities, or as otherwise set out in the Grant Schedule.
Release 3	20% of the total amount of funds awarded are released upon acceptance of Report 3: Final Report (Milestone 4) due upon completion of the grant activities, or as otherwise set out in the Grant Schedule
Project end date	The date that the parties agree for the project end date.

* Note: Payment is typically made within four weeks of signing the Letter of Offer or upon acceptance of any required reports, unless otherwise agreed in writing.

4.1 Eligible/ineligible expenditure

A grant is an arrangement for the provision of financial assistance as provided by the Centre, under which relevant awarded money is paid to a Grantee, for the intended use of addressing one or more of government policy priority areas, as outlined in the Priority Areas of Applied Research (Section 7). Grantees can only use Grant monies for eligible expenditure directly related to the project.

Eligible expenditure can include:

- appointment of temporary contracted labour such as research support staff directly employed for the grant activities (tuition and/or scholarship for students are ineligible expenditure, while the employment of students for project is eligible)
- data collection, analysis and reporting
- community engagement, co-design and other stakeholder consultation activities (including domestic travel and accommodation)
- the development and delivery of innovative education and/or training resources for individuals and/or organisations
- the promotion and dissemination of the project outputs across multiple channels in collaboration with relevant organisations.

Examples of ineligible expenditure include, but are not limited to:

- any activity that does not have a direct link to achieving the outcomes as proposed in the application form
- existing staff member salaries/wages and oncosts, except where those staff are directly engaged in undertaking the project or where backfilling is required to enable their participation
- the purchase, planning or maintenance of significant assets (including building infrastructure, construction)
- general ongoing business operation/recurring expenses, including core business activities, business start-up cost, utilities, rent and other organisational costs not directly associated with the project or grant program
- financial costs, including interest and debt financing, the use of any form of security for the purpose of obtaining or complying with any form of loan, credit, payment or other interest
- budget contingency and management fee of more than 10% of grant funding
- any expenditure that is already being supported through other sources
- costs incurred prior to the date of your Letter of Offer
- other expenditures that are not deemed appropriate use of public resources in accordance with Section 4.3 of the Code of Conduct for the Queensland Public Service (e.g., purchase of alcohol).

5. Eligibility criteria

To be eligible to receive funding:

- Applications must be completed and have been received within the nominated open and closing dates.
- Applicant's affiliated organisation must have a registered Australian Business Number (ABN).
- Applicant's affiliated organisation must be an Australian owned entity with the capacity to enter into a legally binding agreement.
- Applicant's affiliated organisation must have an account with an Australian financial institution.
- Applicant must include a partnership with TAFE Queensland and/or other TAFEs.
- TAFEs may be eligible to apply, provided they partner with an industry, university, and/or community organisation, and the proposed research project falls outside the scope of its routine operational activities.

You are not eligible to apply if you are:

- an individual

- an unincorporated association
- an organisation whose main operations are outside Australia
- a Commonwealth or state government department
- an education institution seeking funding for core business.

6. Assessment criteria

Eligible applications will be assessed against the following criteria. Please note that the amount of detail and supporting evidence you provide in your submission should be relative to the scope and complexity of the research activity outlined and the proposed amount of funding.

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

- highly meritorious: meets all the assessment criteria to a high standard
- meritorious: meets the criteria in an above satisfactory manner
- competitive: meets the criteria to a satisfactory level
- uncompetitive: application is ineligible, does not meet minimum standards, and/or does not represent value with relevant money.

Incomplete applications, including those not providing **supporting materials** in the application, may be deemed ineligible.

	Assessment Criterion	Details
1	Overall project design and innovation (40%)	The application must clearly demonstrate how the project aligns with the Grant's overarching objectives and outcomes, as well as the Priority Areas of Applied Research. This includes: • a clear articulation of the project's purpose and relevance to the renewable energy and battery sectors • evidence of the proposal to contribute and build into existing knowledge and practices and avoid the duplication • a robust plan to engage and collaborate with TAFEs and relevant stakeholders such as industry, education, and community partners, to support the effective delivery of the project, where applicable, in the form of in-kind and/or financial support • evidence of how stakeholder input will be embedded into project activities and decision-making processes to ensure relevance, impact, and real-world application.
2	Capacity and capability to deliver applied	The application must outline the capacity and capability of both their organisation and any partner organisations to successfully deliver the project. This should include:

	research project, including feasibility and practicality (20%)	• a detailed description of the proposed research methods and timeline • evidence of organisational infrastructure, governance, and resources to support project delivery • demonstrated experience in managing and delivering similar applied research or workforce development projects specified in the resumes • outline of existing linkages with stakeholders or industry that support feasibility. • Matching funds, while not mandatory, will be highly regarded and should be clearly identified, along with letters of support.
3	Application, scalability and replicability (20%)	The application must demonstrate the project's potential to improve education, training, and workforce development for the battery and renewable energy sectors. This includes: • potential to translate research findings into practical outcomes such as new or improved training products, pilot programs, or industry initiatives • discussion of how outcomes can be applied across different contexts, with clear potential for scalability and replication across regions or sectors • evidence that findings will have long-term utility beyond the life of the project.
4	Efficient and effective use of grant funds (10%)	The application must demonstrate how the project will achieve high-quality outcomes in a cost-effective way, including: • a detailed indicative budget showing cost breakdowns for each project component • a rationale for how resource allocation will lead to value for money.
5	Risk management and research ethics (5%)	The application must show how they will manage risks effectively, including: • a clear plan to identify, monitor, and mitigate risks, particularly those that may impact delivery timelines or stakeholder engagement • where applicable, a strategy to address ethical considerations, including compliance with human research ethics protocols.
6	First Nations training and employment (5%)	As part of the Centre's commitment to the *National Agreement on Closing the Gap*, the application is encouraged to demonstrate how the project will benefit First Nations communities and peoples. • Proposed research activity to be led by, or in partnership with, Aboriginal Community-Controlled Organisations (ACCOs). • One or more of researchers and staff members included in the application, are Aboriginal and/or Torres Strait Islander peoples, as defined in the Commonwealth Department of Aboriginal Affairs.

- Proposed research activity and its outcomes have strong potential to empower First Nations communities and peoples.

7. Priority areas of the Grants

In the round 3, four priority areas are presented across two overarching goals. The first goal is to strengthen the capability, readiness, and adaptability of the TAFE to deliver training. It examines how training products are translated into practice, how delivery models evolve, and how the system responds to new skill demands in a timely, scalable, and compliant way. Applied research in these streams will addresses first delivery challenges, training design, pedagogy, and system coordination to ensure newly developed units and training packages can be effectively implemented and sustained in real-world settings.

- Stream 1: Accelerating First Delivery of Training for Emerging Technologies and Workforce Needs
- Stream 2: Improving Battery Emergency Preparedness and Response

The second goal is to strengthen workforce participation, safety, and industry outcomes through applied research grounded in real-world contexts. It emphasises how training and research translate into inclusive workforce pathways, improved safety outcomes, and tangible benefits for industry and communities. This includes a focus on equity, workforce development, and industry-driven innovation, ensuring that training systems are not only responsive in design, but also in who they reach and the impact they deliver.

- Stream 3: Attracting and Retaining Women in Renewable and Batteries Training and Workforce Participation
- Stream 4: Industry-Driven Applied Research for Renewable Energy Batteries Sector

Applicants should refer to the Priority Areas of Applied Research available in **Appendix**, which provides details of each stream, including the background, objectives, suggested approaches, and expected outcomes.

8. How to apply

Before applying you must read and understand the Opportunity Guidelines and other key documents available on the Centre's Applied Research Grants webpage. Any alterations and addenda will also be published via the webpage.

To apply you must:

- familiarise with the Grant Opportunity Guidelines, related application materials, and the application process
- complete and submit the application form outlining the proposed applied research project through the SurePact grant management portal, unless the Centre has approved an alternative application method
- address all eligibility and assessment criteria

- include all supporting materials:
    - resumes[1] of the Project Lead / Chief Investigators
    - budget in a provided template
    - risk mitigation plan in a provided template
    - letters of support (if applicable)
- submit the application by 11:00pm AEST 7 September 2026[2].

When two or more organisations are involved in designing and delivery of the grant activities in partnership, only a "Lead Organisation" needs to submit the application for grant funding. Other members of the proposed partnership may provide letters of support, including:

- 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).

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

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

9. Selection process

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

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

After this merit-based process of review, which is undertaken by external, independent assessors who form the Selection Advisory Committee, all outcomes are compiled for reporting. The outcomes,

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

[2] Please note that any tech support for the SurePact grant management portal will close at 2:00pm AEST 7 September 2026

including application rankings, are presented to the Queensland Government for moderation, followed by review and recommendation by the relevant sub-committees. These recommendations are then noted by the Steering Committee for risk assessment before being submitted to the TAFE Queensland Executive for financial endorsement and CEO approval.

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

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

Activity	Timeframe
Assessment and review	September 2026
Approval of assessment and review outcomes	October 2026
Notification of outcomes	November 2026
Earliest commencement date of Grant Activity	30 November 2026

10. Notification of outcomes

The Centre will electronically notify all applicants of the outcomes of the assessment process via their provided email. The Centre is committed to the timely appraisal of all applications in the assessment process to avoid possible inequities and waste which may arise through unnecessary delay. Successful Grantees will be publicly announced on the Applied Research Grants webpage upon finalisation of the Funding Agreement.

If you are unsuccessful, a request for individual feedback can be made within 30 days of being notified of the application's outcome through contacting: CleanEnergyBatteriesTCE@tafeqld.edu.au. The Centre will respond to requests for feedback in writing within 30 days. The opportunity to receive feedback on unsuccessful applications promotes transparency in the decision-making process and improves the capacity of potential grantees to apply for future grant activities.

11. Monitoring of approved Grant Activity

Grantees should immediately notify the Centre of any events that could impact the delivery of Grant Activity. If unforeseen circumstances arise (e.g., a natural disaster), organisations should propose alternative methods for activities or research and obtain approval from the Centre for any changes. Unless affected by such events, grantees must meet reporting requirements through the SurePact grant management portal within the agreed timeframes outlined in the Letter of Offer and Grant Schedule.

Milestone	Deliverable	Details
Milestone 1	Grant Agreement	Grantee signs the Letter of Offer containing the Grant Schedule which forms the Grant Agreement

Milestone 2	Report 1: Commencement of research project report	This report will outline the progress achieved on the research project and risks identified from the date of commencement, including a delivery plan, governance and oversight framework, updated budget (if applicable), a copy of human research ethics approval or evidence of application, recruitment activities, and stakeholder engagement plan. The submission date for this deliverable is approximately three months post-commencement of the Grant Activity as outlined in the Grant Schedule or as otherwise specified in the Grant Agreement.
Milestone 3	Report 2: Interim report	This report provides a research project progress update on the work undertaken post-submission of Report 1. It should detail any initial results from data collection and analysis, and/or a comprehensive literature review, as well as an overview of expenditures to date. The submission date for this deliverable is approximately six months post-commencement of Grant Activity as outlined in the Grant Schedule or as otherwise specified in the Grant Agreement.
Milestone 4	Report 3: Final report	This report will provide an overview of Grant Activity undertaken over the duration of a grant, data collected and methods of analysis, key findings, identified areas for future research, challenges and/or learnings, outline of potential legacy impact, complete budget representing actuals which will be used for acquittal, a dissemination plan for findings, and any supporting material. This deliverable is to be provided upon completion of Grant Activity as set out in the Grant Schedule, or as otherwise specified in the Grant Agreement.

* Note: The Centre has the right to request further information from Grantees upon review of submitted reports.

12. Intellectual property and marketing

12.1 Intellectual property (IP)

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

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

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

Due to the nature of the Funding Agreement for the TAFE Centre of Excellence Clean Energy Batteries, the intellectual property requirements outlined in these Guidelines, the Letter of Offer, and the FAQs are fixed and cannot be negotiated.

12.2 Marketing and publicity

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

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 and jointly funded by the Australian and Queensland Governments.*

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

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

The intellectual property in the outcome of the applied research, including curricula materials, subject content, and teaching materials is to be owned by TAFE Queensland. Research findings and outputs produced as a result of this Grant including, but not limited to, industry reports, rapid literature reviews, conference presentations, and peer-reviewed publications, as well as any publicity, advertising and marketing must adhere to strict marketing and publicity requirements as outlined in the Letter of Offer.

13. Probity

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

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

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

14. Glossary

The following glossary has been provided as a quick reference for terms used by the Centre.

Aboriginal Community-Controlled Organisations (ACCOs) – not-for-profit organisations that are controlled and operated by Aboriginal and/or Torres Strait Islander peoples, with the goal of empowering their communities.

Application Form – an online form accessible via the SurePact grant management portal, to be used by applicants to apply for the Grants.

Applied Research Grants (Grants) – financial assistance offered by the Centre to successful applicants, aimed at supporting growth in the sustainable energy sector by enhancing and innovating training programs for emerging skills needs, to ensure a pipeline of qualified workers throughout Australia.

Assessment criteria – the standards, against which application will be evaluated. These criteria ensure an objective, transparent process that assess the merits of proposals and determine application rankings.

Australian Business Number (ABN) – is a unique 11-digit identifier issued by the Australian Business Register (ABR) that helps businesses, and the government interact more efficiently. Applicant's organisation must have an ABN to apply for the Grants.

Battery Decommissioning – refers to the process of safely retiring, dismantling and recycling batteries at the end of their useful life. For Round 3 grant opportunity, the focus is on safe removal, storage and transportation of the used or defective batteries.

Budget – a financial plan that outlines income and expenses over a specific period, including in-kind contributions. For a template, refer to the Essential Documents Pack.

Chief Investigator (CI) – a named researcher/ investigator on a grant application who plays a substantial role in the conception, design, implementation, and interpretation of the proposed research.

Commencement of project report – is to be submitted by Grantee to meet the Milestone 2 of this grant opportunity. The report consists of a delivery plan, governance and oversight framework, stakeholder engagement plan, and any updates on budget, ethics application status, and recruitment activities. The submission is due approximately three-months after the grant starting date, or as outlined in the Grant Schedule.

Competitive (Open competitive) – refers to a grant process where applications are openly invited and assessed against set selection criteria.

Cultural safety – education and training approaches that recognise and address the ongoing impact of colonisation and racism on First Nations learners, which are embedded within teaching methods, curricula, and institutional systems.

Dissemination plan – a summary of how Grant Activity findings and outputs will be shared with stakeholders to boost awareness, impact, and implementation.

Eligibility criteria - the specific requirements or conditions that must be met for an applicant to qualify for a grant. These criteria help ensure that only suitable candidates are considered, which can improve the accuracy and relevance of the outcomes. Assessment criteria apply in addition to eligibility criteria.

Evidence-based practices – approaches and interventions that are grounded in systematic research and empirical evidence. These practices are designed to ensure that the methods used are effective and have been proven to produce positive outcomes.

Ethics approval – a formal process that ensures any research involving human participants, their data, biospecimens, or observations about them is conducted ethically, responsibly, and in line with established national and institutional guidelines. The approval must be sought from Grantee's or Partner's organisations. Should Grantee or Partner organisations not establish the procedure for human research ethics clearance, Grantee may seek ethics clearance through NHMRC registered Human Research Ethics Committees (HREC). If successful, Grantee should provide the TAFE Centres of Excellence the evidence of ethics approval or exemption.

Expenditure report – detailed document that tracks and summarises all expenses incurred by the Grantee over the duration of a grant. This report is used to monitor spending, ensure budget compliance, and provide transparency in financial management.

Final report – will summarise the Grant Activity, highlight key findings, propose future research directions, outline challenges or lessons learned, describe potential long-term impacts, and provide a full budget for acquittal. It will also include plans to share results and supporting documents. The report must be submitted after the Grant Activity as stated in the Grant Schedule.

Grant Agreement – sets out the legal relationship between the parties to the agreement and specifies the details of a grant. It is also used as a collective noun for grant agreement, schedule, and activities.

Grant opportunity – a specific round of the Grants available to potential grantees.

Grantee – an organisation that receives funds from the Centre at TAFE Queensland to support a specific project, program, or initiative.

Goods and Services Tax (GST) – is a value-added tax levied on most goods and services sold for domestic consumption. The Grants provided by the Centre are consideration for a taxable supply and, therefore, GST is payable. Where applicable, TAFE Queensland will pay the GST provided that the Grantee is registered for GST.

Immersive technologies – refers to digital tools such as virtual reality (VR) or augmented reality (AR) used to enhance learning and training experiences.

In-kind contributions – refers to non-cash resources provided to support the project, such as staff time, equipment, or facilities.

Intellectual property (IP) – refers to the creations of the mind. IP can include a brand, logo, images, or an invention. All IP creations aligned to the Centre's Grants will remain the IP of TAFE Queensland.

Interim report – provides updates on project progress since Commencement of Project Report, including initial data findings, analysis, or a literature review, plus a summary of expenses. This is due about six months after the grant starting date, or as outlined in the Grant Schedule.

Letter of Offer – A Letter of Offer, as it relates to the Centre's Grants, is a formal document issued by the Centre to the successful applicant that outlines the terms and conditions of the Grants. Once this document has been signed by both parties, it will be referred to as the Grant Agreement.

Knowledge transfer – refers to the process of sharing expertise, skills, and research findings between organisations, sectors, or communities.

Letters of Support – endorse the proposed research, highlighting its importance and impact, and outline the support committed by partner organisations.

Marketing – involves the activities and processes used to create, communicate, deliver, and exchange offerings that provide value for customers, clients, partners, and the broader community.

Matching funds – additional financial contributions from Grantee or partner organisations to support the project, alongside the grant funding.

Measurable – something that can be quantified, assessed, or evaluated using criteria or data.

Milestone – a significant event or stage in a project that marks a key achievement or point of progress.

Milestone report – includes commencement of project report, interim report, and final report.

National Skills Agreement (NSA) – The National Skills Agreement is a five-year joint agreement between the Commonwealth, states, and territories. It aims to strengthen the vocational education and training (VET) sector in Australia and ensure a skilled workforce for the future. For more information, please refer to *National Skills Agreement - Department of Employment and Workplace Relations, Australian Government*

Outcomes – are the results or effects that follow from an action, program, or project.

Outputs – are tangible products, services or deliverables that are a direct result of project activities or initiatives.

Partnership – is a collaborative relationship between two or more individuals, groups or organisations who work together toward shared goals.

Probity – is the adherence to high ethical standards with an emphasis on honesty, integrity, and fairness in professional and public settings.

Professional development – the continuous process of acquiring new knowledge, skills, and experiences to advance in a chosen field or career.

Project end date – date the approved grant project is to be completed by.

Project start date – date the approved grant project is to commence.

Proportionality – is a principle that ensures methods, risk and resources used, are appropriate and justified by the importance and potential benefits.

Replicability – refers to the potential for a project or its outcomes to be repeated or adapted in other contexts or locations.

Risk Management Plan – a structured document that outlines how an organisation or project team will identify, assess, manage, and monitor risks. For a template, refer to the Essential Documents Pack.

Scalability – the ability for a project or its outcomes to be expanded or implemented on a larger scale.

Scope – defines the boundaries, objectives, deliverables, and constraints of a project.

Selection Advisory Committee – made up of representatives with relevant education, training, and/or industry expertise who review applications and advise the Centre on rankings and merits of the applications.

SurePact – The Centre's online grant management portal, designed for application intake, review and Grant Activity reporting.

Stakeholder engagement – process of involving individuals, groups, or organisations that may affect or be affected by a project, decision, or policy. Effective engagement builds trust, improves outcomes, and ensures that diverse perspectives are considered.

Steering Committee – as it relates to the Centre, is a governance body that provides strategic oversight for the Centre's operations and initiatives. The Steering Committee also provides strategic alignment of the Grants and budget allocation.

TAFE – is an acronym for Technical and Further Education. It is a system of vocational education and training in Australia, providing a wide range of courses that focus on practical and technical skills.

Value for money – refers to the extent to which the project delivers high-quality outcomes efficiently and effectively for the funding provided.

VET – is an acronym for vocational education and training.

15. Appendix (Priority areas of applied research)

Stream 1. Accelerating First Delivery of Training for Emerging Technologies and Workforce Needs

Background

Nationally recognised skill sets and units of competency addressing the planning, installation, commissioning, maintenance, and fault-finding of bidirectional EV systems have been developed within the UEE Electrotechnology Training Package.[3] As with other emerging technologies and newly developed units, there is often a gap between training product availability and training system readiness for first delivery. This includes establishing compliant delivery conditions, assessment confidence, access to fit-for-purpose environments, and critically for first delivery, the absence of an existing pool of qualified trainers and assessors with prior experience delivering the new units.

Although industry practitioners may already perform many V2X-related tasks, they are not educators by trade, and translating this expertise into compliant, assessable training presents additional challenges. TAFEs may face constraints in establishing initial delivery capability, including access to qualified trainers and assessors, appropriate facilities, and confidence in assessment of new and complex competencies. Without targeted support or structured models, this may delay the system's ability to respond effectively to technical advancement and emerging skills needs such as V2X.

This targeted research will use planned V2X pilot delivery by TAFE Queensland or other emerging skills training delivery (e.g., hydrogen) as cases to examine how new units for emerging skill areas can be implemented in practice. Applied research is invited to examine training delivery readiness for TAFE institutions, along with the implications for industry adoption and workforce outcomes, ensuring training products translate effectively into real-world industry use.

Objectives

- Generate evidence on the real-world application and effectiveness of newly developed V2X skill sets and units of competency (or comparable) in training and workplace contexts
- Identify critical factors that influence readiness for first-round training delivery (e.g., trainer and assessor capability, assessment validity, and access to compliant training environments)
- Develop scalable models that support timely, safe, and effective delivery of training for emerging technologies
- Improve coordination between Jobs and Skills Council implementation and TAFE training delivery to support timely response to emerging industry skills needs

[3] Powering Skills Organisation. (2025). *V2X accreditation – Vehicle to everything*.

Suggested Approach

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

- Review comparable emerging technology training rollouts (e.g., hydrogen) to identify common implementation challenges and lessons learned for first-round training delivery and industry relevance and adoption
- Examine the relationship between training delivery relevance and readiness and industry adoption, including how delays in training readiness impact workforce capability and deployment of emerging technologies
- Explore opportunities to better coordinate Jobs and Skills Council implementation and TAFE training delivery in responding to emerging skills needs
- Analyse how industry subject-matter expertise is integrated into training delivery, including the roles and limitations of industry practitioners in early-stage training contexts
- Work with delivery stakeholders to ensure models are grounded in operational realities and reflect feasible implementation approaches

Expected Outcomes

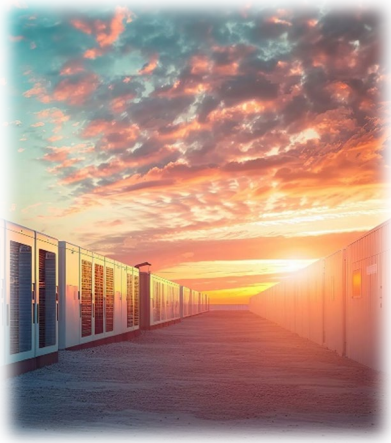
Successful projects are expected to deliver and/or inform:

- A first delivery model outlining feasible approaches to delivering new units, incorporating a structured risk and readiness framework, and a practical trainer and assessor capability model
- Documented case studies of V2X (or comparable) training delivery, identifying key challenges, enablers, and lessons learned for improving speed to market and relevance to industry
- Practical implementation tools, such as delivery readiness checklists, guidance for teachers and assessors
- Recommendations to support faster, safer, and more consistent rollout of emerging skills training, with clear implications for both TAFE delivery and industry adoption.

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

Stream 2. Improving Battery Emergency Preparedness and Response

Background



Rapid deployment of battery technologies introduces new and evolving emergency risks, particularly associated with high-powered lithium-ion batteries and emerging chemistries. These incidents can differ significantly from conventional fire or electrical emergencies, with rapid escalation, toxic off-gassing, and reignition risks.

At a national level, Public Skills Australia has identified capability gaps within fire and emergency services in responding to incidents involving emerging technologies.[5] Current work is underway to define skills requirements, validate industry needs, and inform potential updates to the Public Safety Training Package. However, emergency response capability extends beyond formal emergency services. Community members, workers, and volunteers are often first on scene or directly exposed to risk, with varying levels of knowledge, responsibility, and capacity to respond.

Importantly, in many real-world scenarios, response options are limited and situational. For non-specialist individuals, appropriate response may be limited to recognising risk, escalating appropriately, and maintaining safe distances rather than active intervention. At the same time, different sectors (e.g., transport, recycling, industrial environments) may require more specialised procedures based on scale and complexity of battery handling.

This creates a need for applied research that examines how battery emergency preparedness and response capability can be defined, differentiated, and strengthened across roles and contexts, and translated into practical, accessible training approaches that support safe and appropriate decision-making.

Objectives

- Generate evidence on battery-related emergency risks, incident characteristics, and real-world response behaviours across different contexts
- Improve understanding of how different cohorts (e.g., community, workers, volunteers) recognise and respond to battery incidents
- Establish clear, role-appropriate expectations for emergency response capability (e.g., appropriate actions, escalation pathways, limitations of response in different contexts)
- Develop practical and scalable approaches to support preparedness and response capability through education and training
- Contribute insights that are relevant to both training delivery and broader skills system development, including work led by Jobs and Skills Councils

[5] Public Skills Australia. (2026). *Emerging Technology Skills Review.* https://publicskillsaustralia.org.au/projects/emerging-technology-skills-review

Suggested Approaches

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

- Review and synthesise existing research, incident data, and current practices relating to battery incidents and emergency response
- Engage with relevant stakeholders, including emergency service organisations, volunteer responder groups, industry practitioners and training providers to understand real-world challenges and validate findings
- Analyse battery incident scenarios across different contexts (e.g., household systems, transport, recycling, industrial) to identify differences in risk profiles and response requirements (e.g., when to escalate, withdraw, or initiate limited intervention)
- Investigate contextual and equity considerations such as regional and remote environments, First Nations communities, constraints and opportunities in low-resource or volunteer-based settings, to ensure inclusive and applicable solutions

Expected Outcomes

Successful projects are expected to deliver and/or inform:

- Evidence bases on battery emergency risks, incident characteristics, and response behaviours across different contexts
- Role based response frameworks that define appropriate actions, boundaries, and decision-making thresholds for different cohorts
- Scenario-based models reflecting real-world battery emergency situations, supporting training design and assessment for non-specialist and specialist contexts
- Recommendations to support workforce capability development, training system improvements, and alignment with emerging national skills and industry requirements

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

Stream 3. Attracting and Retaining Women in Renewable and Batteries Training and Workforce Participation

Background

The renewable energy and battery sectors are characterised by low female participation and strong gender segregation, particularly in technical and trade-based roles. While recent trends indicate women's participation in electrical trades has grown significantly, this growth is concentrated among younger women entering the sector, with many still in training and yet to transition to long-term workforce participation.[7]

Evidence indicates, however, that women in trade and energy sectors face a range of structural and cultural barriers that impact their ongoing participation. When it comes to First Nations women, intersectionality adds further challenges, including local training opportunities, cultural and community responsibilities.[8] Training and employment models remain largely designed around mainstream learners – typically young, male, and urban – and their requirements. For example, both training and work commonly commence early in the morning, which creates a structural barrier for women, especially those with caring and domestic responsibilities.

Where training and workforce models do not align with lived experience and community realities, participation, completion, and sustained employment outcomes are negatively impacted, even where demand and interest in renewable energy and battery sectors are strong. There is a need for applied research that moves beyond identifying barriers, to designing, testing, and evaluating inclusive, flexible and scalable training and workforce models, that support women in their different life stage and contexts (e.g., First Nations women, young and mature-age women).

Objective

- Strengthen understanding of the factors influencing women's participation, completion, and retention across renewable and battery training and workforce pathways
- Improve insight into the barriers and enablers affecting training and workforce participation for different cohorts of women, including First Nations women, young and mature-age women
- Develop practical and transferable approaches to support inclusive, flexible, and culturally responsive training and workforce participation models
- Inform workforce development and training design aligned with industry needs and broader skills system priorities

Suggested Approaches

[7] Powering Skills Organisation. (2024). *Shifting currents: Elevating diversity in energy careers*

[8] Wibrow, B., Ackehurst, M., & Trimboli, D. (2025). *First Nations and migrant learners' experiences with foundation skills courses*. National Centre for Vocational Education Research

Proposals may consider, but are not limited to, the following research approaches:[9]

- Review of relevant literature, workforce data, and sector reports to identify barriers and enablers to women's participation, completion, and retention in training and the workforce, including the environmental scan of relevant programs, projects, and pilots
- Engage with learners, workers, employers, industry bodies, community organisations, and training providers to capture lived experience and validate findings
- Analyse participation trends and workforce pathways across different cohorts to identify shared and cohort-specific challenges
- Co-design and trial of flexible training and/or workforce participation models with TAFEs (or other training providers if focusing on First Nations women) and/or employers
- Collection and analysis of quantitative and qualitative data on participation, attendance, learner and worker experience, and short-term training and employment outcomes

Expected outcomes

Successful projects are expected to deliver and/or inform:

- Evidence-based insights into factors influencing women's participation, completion, and retention across training and workforce pathways
- Comparative analysis of barriers and enablers across different cohorts, including First Nations women
- Tested and documented models for flexible, inclusive, and culturally responsive training and workforce participation
- Practical guidance for trainers, employers, and policymakers on designing and implementing inclusive training and workforce arrangements
- Recommendations to support scaling and adaptation of flexible models across renewable energy and battery training and employment contexts

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

Stream 4. Industry-Driven Applied Research for Renewable Energy Batteries Sector

Background

VET applied research has long been identified as a missing element in Australia's innovation system[10]. In 2020, TAFE Directors Australia (TDA) submitted a comprehensive proposal for a $5 million applied research pilot to support small and medium-sized enterprises through TAFEs. While this proposal was not formally endorsed, the establishment of TAFE Centres of Excellence (CoEs) under the National Skills Agreement (NSA) has created a renewed opportunity for applied research to be embedded within national skills initiatives.

The CoEs and their applied research activities have demonstrated the value of applied research in enriching training and address workforce challenges in emerging sectors like renewable energy and batteries. Given these efforts being primarily framed within a skills and training context, broader contribution of VET applied research to Australia's innovation system has yet to be clearly demonstrated or consistently measured.

To support VET–industry partnerships and build sector capability in innovation through applied research, the Centre invites industry-driven applied research proposals that address key questions: how challenges can be solved, how opportunities can be leveraged, and how these can be translated into workforce and industry impact. Proposals that demonstrate clear potential to deliver tangible benefits to participating industry partners, with TAFEs enabling, translating, and scaling these industry outcomes, will be highly regarded.

Objectives

- Strengthen understanding of how applied research can be effectively delivered to address real-world challenges and opportunities in the renewable energy and battery sectors
- Improve insight into the factors that enable industry engagement, collaboration, and uptake of applied research outcomes
- Generate evidence on how applied research can be translated into practical industry solutions, workforce capability, and operational improvements
- Develop and demonstrate small-scale, industry-driven applied research pilots with clear application and value
- Inform future approaches to delivering applied research within TAFE contexts aligned with industry needs and priorities

Suggested Approaches

[10] Beddie, F. M., & Simon, L. (2017). *Developing VET applied research: Steps towards enhancing VET's role in the innovation system*. National Centre for Vocational Education Research.

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

- Review existing applied research initiatives within TAFE Centres of Excellence and comparable programs to identify common approaches, challenges, and lessons learned
- Engage industry partners to identify and prioritise specific challenges or opportunities within the renewable energy and battery sectors
- Co-design a focused applied research project with industry partners, addressing a clearly defined and achievable problem within the project timeframe
- Implement and test solutions in collaboration with industry, examining both technical outcomes and practical feasibility
- Analyse how applied research outputs are applied, adopted, or integrated into industry practice and workforce capability development
- Examine the roles of TAFE and industry in delivering applied research, including how knowledge is translated into training, operations, or process improvements
- Identify practical considerations for scaling or adapting similar approaches across other contexts within the sector

Expected Outcomes

Successful projects are expected to deliver and/or inform:

- Evidence-based insights into effective approaches for delivering industry-driven applied research within VET contexts
- A documented applied research pilot demonstrating collaboration between TAFE and industry and its practical outcomes
- Case studies illustrating how applied research can address real-world industry challenges and support technology adoption or operational improvement
- Practical guidance or frameworks for designing and implementing applied research projects with clear industry value
- Recommendations to strengthen industry engagement and inform future applied research delivery within broader VET context