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Research translation for the allied health, mental health and nursing services workforce

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

Questions marked with an * require a response.

1. Before you begin

1.1. Use of information

The TAFE Centre of Excellence Health Care and Support (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's 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; and/or
- Inform future assessments for Applications.

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

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 Health Care and Support using information I provide in this application for the purposes listed above. *

1.2. Application eligibility

You confirm that you have read and understood the following documents for the research translation for the allied health, mental health and nursing services workforce grant opportunity:

- Grant opportunity guidelines;
- Essential support documents pack; and
- Frequently asked questions

☐ I confirm that my application meets the eligibility criteria set out in the [Grant opportunity guidelines](#)*

2. Program and application information

Please complete the online application form in full and upload 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 closing 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 (2) business days, please email HealthCareSupportTCE@tafeqld.edu.au.

The Centre may use this information provided to comply with Australian Government requirements to publish details of grant recipients on the Centre website, inform the establishment of Agreements and inform 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, contact the Centre via email at HealthCareSupportTCE@tafeqld.edu.au.

Program name: Research translation for the allied health, mental health and nursing services workforce

Application open date & time: 24 July 2026

Application close date & time: 11:00pm, 7 September 2026 (AEST)

3. Organisation details

Organisation name:

Organisation address:

Does your organisation operate as a not-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, and/ or Aboriginal Community-Controlled Health Organisation, and/ or Aboriginal Community-Controlled Registered Training Organisation?*

☐ Yes ☐ No

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

☐ Yes

☐ No

4. Contact details

4.1 Primary contact

The nominated primary contact is the authorised representative responsible for all communication with the Centre on behalf of the applicant. All email correspondence will be directed to this individual. If additional contacts are required at different stages of the application process, the primary contact must also nominate appropriate person for each stage. Note: the primary contact may be the same individual as the Chief Investigator (CI) and/or the Principal Investigator (PI) nominated below, or another authorised representative.

Primary contact name:

Primary contact role/ title:

Primary contact email:

Primary contact phone number:

4.2 Additional contacts

If you wish to nominate an additional authorised individual to communicate with the Centre regarding the application process, please note that this individual will also be bound by the consent to Use of Information (please refer to section 1.1 for more information).

Additional contact name:

Additional contact role/ title:

Additional contact email:

Additional contact phone number:

4.3 Marketing and communications contact

Who should the Centre contact to discuss media opportunities and communications? By including the specific contacts in this section, it will ensure timely processing of requests for announcements of successful applicants.

Contact name: [insert full name]

Contact role/ title: [insert role]

Contact email: [insert email address]

Contact phone number: [insert contact number]

4.4 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 support guide for writing proposals available in the essential support document pack via <https://tafeqld.edu.au/tce-grants>.

5.1. Project information

Project title: [Limit to 15 words]*

Project summary: [Limit to 250 words]*

Project start date: Expected to be on 18 January 2027

Project end date: Expected to be no later than 17 January 2028

5.2. Personnel

Enter the details of key personnel who will contribute to the research project. Please include their name, position title /organisational role, and contact details. Attach a copy of the resume of the Project Lead / Chief Investigator and Principal Investigator(s) / Co-investigator(s) in the supporting documents section. Please **do NOT** include personal information such as date of birth, home address, phone numbers, or any identification numbers in the resume.

Project Lead / Chief Investigator

Name: [insert full name]*

Organisation / Position title: [insert role]*

Contact email: [insert email address]*

Contact phone number: [insert contact number]*

Please include the details of each Principal investigator(s) / Co-investigator(s) for this project.

Principal investigator(s) / Co-investigator(s)

Name: [insert full name]*

Organisation / Position title: [insert role]*

Contact email: [insert email address]*

Contact phone number: [insert contact number]*

☐ I have uploaded resume(s) for the Project Lead(s) / Chief Investigator(s) / Principal Investigator(s) / Co-investigator(s). *Please note, missing supporting documents will result in an ineligible application.*

Support staff

Please list the name, organisation, and role/title for any identified support staff for this project:

Name: [insert full name]*

Organisation / Position title: [insert role]*

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

☐ Yes

☐ No

5.3. Partnership requirements

Enter the details of the organisation(s) you are partnering with to form this application*

This will need to be completed for each partner organisation who will be involved in the delivery of the proposed research project (i.e. if you partner with more than one (1) organisation you will need to complete the following fields for each organisation).

Partner organisation name: [Insert Organisation name]*

Partner organisation contact name: [Insert full name]*

Partner organisation contact email: [Insert email address]*

Roles and contributions of partnering organisation(s)

Please outline the roles, responsibilities, and/or contributions of the organisation partnering to deliver the proposed research project. Examples of the types of roles, responsibilities, and/or contributions for a partnership arrangement include the provision of in-kind support, research or sector expertise, access to pilot participants, workplace or site access, and/or cultural engagement. Please note that the overview provided in this section should reflect the information contained within the letter of support provided by the partnering organisation.

Response:[insert response]*

5.4. Letter(s) of support

Provide a letter of support from each partner organisation relevant to this application. Each letter of support must be endorsed by the relevant partner organisation. A letter of support template is available in the essential support document pack via <https://tafeqld.edu.au/tce-grants>.

☐ I have uploaded a letter of support from each partner organisation listed above. *Please note, missing supporting documents will result in an ineligible application. **

5.5. Research proposal

For an overview of the type of information that should be included in the research proposal, please refer to the support guide for writing proposals available in the essential support document pack via <https://tafeqld.edu.au/tce-grants>.

Which sector will the proposed research activity involve?

- ☐ Allied health
- ☐ Mental health
- ☐ Nursing
- ☐ Cross sector research {indicate sectors - free text entry}

Which priority area will the proposed research activity and related outcomes primarily address?

*Please select one**

- ☐ **Stream 1:** Worker wellbeing
- ☐ **Stream 2:** Leadership and management
- ☐ **Stream 3:** Mentorship
- ☐ **Stream 4:** Work readiness
- ☐ **Stream 5:** Digital literacy and capability

Background: [Limit to 400 words]*

Response:[insert response]*

Research scope and objectives: [Limit to 300 words]*

Response:[insert response]*

Key research questions: [Limit to 200 words]*

Response:[insert response]*

Methodology: [Limit to 400 words]*

Response:[insert response]*

Research outputs and timeline: [Limit to 350 words]*

Response:[insert response]*

Dissemination strategies: [Limit to 200 words]*

Response:[insert response]*

Research limitations: [Limit to 150 words]* (Please ensure research limitations are also documented in the Risk Management Plan)

Response:[insert response]*

Citations/ Reference list: [No word limit]*

Response:[insert response]*

5.6. Marketing and communications

Embargo notice

The outcome of the Centre's Grants is under embargo until an official government announcement. This means you must not publicly share or promote your grant outcome until the embargo is lifted.

Collaborative media opportunity

To maximise the impact of the official announcement, grantees may be invited to collaborate with the Centre and government on media activities. 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 how your organisation could help promote or market your grant outcome. Include details such as proposed resources, locations, timing, visual opportunity, spokespeople and any other relevant information (Note: this information is not part of the assessment). For example: *Our organisation can host a media event at our headquarters, 123 ABC Road. We have flexibility with the date and time. Our CEO Jane Smith and lead researcher John Jones will be available for interviews. We can offer a facility tour, and equipment and technology linked to our grant project can be filmed and photographed.*

Response:[insert response]*

6. Ethics and risk mitigation

6.1. Human Research Ethics

Human research ethics (HRE) approval must be sought for all research that involves human participants, their data, biospecimens, or observations about them. HRE approval should, in the first instance, be sought from the applicant's or partner's organisation. Should neither organisation have a Human Research Ethics Committee (HREC), applicants should seek clearance through an [NHMRC registered Human Research Ethics Committees \(HREC\)](#). Please note that each HREC will have varying timeframes for application review and approval and may have differing costings for their services.

- ☐ I understand my requirement to provide the Centre evidence of ethics approval, intention to seek ethics approval, or an exemption, via a HREC council *

6.2. Risks and mitigation strategies

Please use the risk management template provided in the essential support documents pack (available via: <https://tafeqld.edu.au/tce-grants>), to identify any risks, including research limitations, and related mitigation strategies.

- ☐ I have uploaded the completed Risk Management Plan. *Please note, missing supporting documents will result in an ineligible application.**

7. Proposed funding amount and allocations

What is the total funding amount you are requesting for your project (excl GST)?*

Response:[insert response]*

Provide a breakdown of your project's budget allocations by completing the project budget template provided in the essential support documents pack (available via: <https://tafeqld.edu.au/tce-grants>). Attach the completed template in the supporting documents section (top of the form).

- ☐ I have uploaded the Project Budget. *Please note, missing supporting documents will result in an ineligible application.*

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 five (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 Order or a Creditors 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
- ☐ 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 five (5) years.*

- ☐ Governance Investigation of your organisation or related entities
- ☐ Litigation or liquidation proceedings
- ☐ A contract with your organisation terminated by the other party
- ☐ Contingent liabilities of a material amount

- ☐ Overdue tax liabilities
- ☐ Factors which might impact on your organisation. 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 organisation'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
- ☐ None of the above events apply and there is no adverse information on my organisation.

9. Conflict of Interest

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

- ☐ Yes
- ☐ No

If yes, please provide details.

Response:[insert response]*

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 TAFE Centre of Excellence Health Care and Support 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: [Insert full name]*

Position of Authorised Representative: [Insert position]*

Signature: *

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

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 Health Care and Support (the Centre) has prepared this support guide to assist applicants who may be unfamiliar with the process and to provide helpful details for those with prior experience. General tips for a competitive Grant submission include:

- Use plain language to ensure clarity and accessibility.
- Be specific and realistic with research aims and outputs, supported by a clear plan that demonstrates feasibility and impact.
- Use bullet points to present information succinctly.
- Clearly identify the potential of the research to generate new evidence and insights that inform best practice.

Understanding the assessment criteria

Each application is assessed and ranked against six criteria: Overall project design and innovation (40%); Capacity and capability to deliver applied research project, including feasibility and practicality (20%); Application scalability and replicability (20%); Efficient and effective use of grant funds (10%); Risk management and research ethics (5%); and Aboriginal and Torres Strait Islander training and employment (5%).

Take time to carefully read through these criteria and review your application against them before submission.

Section-by-section support guide

Contact details

Primary contact: The nominated primary contact is the authorised representative responsible for all communication with the Centre on behalf of the applicant. All email correspondence will be directed to this individual. If additional contacts are required at different stages of the application process, the primary contact must also nominate the appropriate person for each stage. Note: the primary contact may be the same individual as the Chief Investigator (CI) and/or the Principal Investigator (PI), or another authorised representative.

Additional contact details: If you wish to nominate an additional authorised individual to communicate with the Centre regarding the application process, please note that this individual will also be bound by the consent to Use of Information (as referenced in the Application Form).

Project title (15 words)

A title for the proposed research project should prioritise clarity. A clear title helps reviewers immediately understand what the project is about through indicating the area of research focus.

Project summary (250 words)

This section should provide application reviewers with a concise overview of the research proposal. It should include a problem statement that identifies the key issue or opportunity and explain its significance for the sector, linking this to the research objectives where appropriate. The summary should outline the research approach, such as the methods for data collection, analysis, evaluation and specify the target cohort and research setting.

Personnel

This section requires the details of the personnel who will contribute to the research project including the Project Lead/Chief Investigator, the Principal Investigator/Co-investigators and any supporting staff. Personnel details should include names, organisation and position titles.

This section also requires applicants to attach a copy of the resume of the Project Lead / Chief Investigator and Co-Investigator(s) in the supporting documents section. Please ensure that personal information such as date of birth, home address, phone numbers, or any identification data are **removed** from the resume.

Partnership requirements and letter(s) of support

Section 5.3 of the application requires applicants to provide the details of the organisation(s) that will partner with them to deliver the proposed project. Section 5.4 of the application requires confirmation of a letter of support from each partnering organisation. The letter(s) of support must be endorsed and provided by the partnering organisation(s). Each letter of support must outline the roles, responsibilities and/or contributions of the organisation(s) partnering for the proposed project. Examples of the types of roles, responsibilities and/or contributions for a partnership arrangement include the provision of in-kind support, research or sector expertise, access to pilot participants, workplace or site access and/or expert cultural engagement.

The following key elements should be included in each letter of support:

- Clear endorsement: the letter should explicitly state support for the project and application
- Organisational alignment: explain how the organisation's mission and expertise align with the proposed project and will support the objectives of the research activity
- Specific contributions: detail how the partner organisation will work with the lead organisation to successfully complete the research project as per the roles, responsibilities and/or contributions as set out in the application form
- Anticipated impact: describe the expected benefits of the project for the organisation, sector, or service user.
- Contact information: include details for follow-up or further engagement.

To support partner organisations to provide letters that meet eligibility requirements, there is a letter of support template in this essential support documents pack available via <https://tafeqld.edu.au/tce-grants>. **Note:** *failure to provide a letter of support for each partner organisation will result in an ineligible application.*

Nominating a stream

Select the primary stream that your research proposal addresses (only one may be selected).

Background (400 words)

This section should justify the 'why' of the proposed project through clearly and critically synthesizing the evidence which describes the challenge, knowledge-gap, or opportunity, that the research will address. To support the research rationale, draw on evidence such as recent sector-relevant statistics, government publications, industry reports and quality, peer-reviewed literature. Ensure the evidence is integrated into a coherent argument which demonstrates the significance of the problem and the need for the proposed research.

Research scope and objectives (300 words)

This section should define the boundaries of the proposed research and its specific objectives. Clearly state the focus of the project and ensure the scope of the investigation is realistic and achievable within the timeframe. Research objectives should be precise, measurable and directly linked to the problem statement, demonstrating how they address the identified challenge or opportunity. Objectives can be expressed as action-orientated goals using measurable verbs such as 'develop', 'evaluate', or 'pilot'.

Key research questions (200 words)

This section should present the primary research questions which will guide the investigation. Questions should be clearly formulated, focused and aligned with research objectives. They must also be specific enough to be answerable within the proposed methodology and timeframe, while collectively addressing the knowledge gap, challenge, or opportunity earlier identified in the background.

Methodology (400 words)

This section should describe the research design and methods with sufficient detail to demonstrate feasibility and rigor. Explain how data will be collected, analysed and interpreted and justify why the method(s) are appropriate for the key research questions. Include details such as sampling strategies, stakeholder engagement, project governance, data sources and any materials or tools which will be used or developed. The methodology should evidence that the research design is robust, replicable and can deliver valid findings. It is important that the method outlines ethical considerations for the project and how these will be managed.

Research outputs and timeline (350 words)

This section should outline the expected outputs of the research and provide a clear timeline for their delivery. Outputs must include compulsory reports. Outputs related to the project design may include tools for evaluation, such as surveys, interview guides, or workshop materials and research findings and resources such as education and training frameworks, policy briefs, or peer-reviewed publications. Present the timeline in a sequence which maps key activities to milestones or phases, ensuring these align with the method and research objectives. The timeline should demonstrate project feasibility and effective management plans.

Dissemination strategies (200 words)

This section should demonstrate how the research outputs and findings will be shared to maximise their reach and impact. Consider the best methods for sector-relevant channels and presenting findings in accessible formats. It is important to demonstrate a commitment to knowledge translation and sector engagement. Dissemination may include community workshops, industry seminars, trade publications, digital media content, academic conferences and/or journal articles for peer-review.

Research limitations (150 words)

This section should outline the potential limitations of the research and how they will be managed or mitigated. For example, it may identify constraints such as sample size, data availability, or contextual challenges that may impact findings. This section is an opportunity to demonstrate considered planning of the potential constraints and/or limitations and how they will be mitigated. Identified research limitations should be also addressed in the risk management plan.

Reference List

There is no word limit for referencing any cited sources throughout the proposal.

Supporting materials

The following supporting documents must be included to form a complete application submission:

- Risk Management Plan: what could go wrong and how will you manage it?
- Budget: Clear, justified budget and value-for-money case
- Project Lead / Chief and Principal / Co-investigator(s) Resume. Please do **not** include personal information such as your date of birth, home address, phone numbers, or any identification numbers in your resume.
- Letter(s) of support: description of project partner(s), if applicable, who they are, what they will contribute and their role in delivery. A separate letter of support from each partner organisation must be provided.

Grant Priority Areas

Priority areas for the allied health workforce

Worker wellbeing

Wellbeing among allied health assistants is one of the most significant gaps in the Australian allied health workforce evidence base. Applied research interventions which address worker wellbeing may include baseline studies measuring physical, psychological and social wellbeing of allied health assistants, longitudinal wellbeing tracking across sectors (health, disability and aged care) and comparative studies between allied health assistants and allied health professionals.

Applied research on VET student experiences and wellbeing might consist of interventions to enhance placement experiences, supervision quality and psychological safety, address barriers to completion (especially for rural and Aboriginal and Torres Strait Islander students), or strengthen transition to work pathways and early career wellbeing.

Rural allied health assistants often operate with fewer supports and experience higher risks of burnout. Rural allied health assistants face reduced supervision, restricted scope and limited training access. Research into rural-specific workforce models, incentive and retention strategies, tele-supervision and tele-training pilots, workload, isolation and wellbeing in remote contexts is encouraged.

Existing Australian research suggests that the standard allied assistant role may not meet the needs of Aboriginal and Torres Strait Islander communities. Therefore, applied research may include the development of co-designed roles for Aboriginal and Torres Strait Islander allied health assistants and evaluations of culturally adapted training pathways or models of integrating cultural brokerage with clinical support and community-led wellbeing frameworks.

Leadership and management

Fragmented governance arrangements constrain safe delegation, accountability and workforce optimisation within the allied health sector. Financial risk, NDIS pricing constraints, organisational readiness and confidence in delegation are primary concerns, particularly in private disability and outpatient contexts. Additionally, allied health professionals typically possess only a minimal understanding of allied health assistant training and job scope. Applied research may focus on education and training approaches that strengthen supervisory capacity in delegation, cultural safety and workforce leadership.

There is minimal Australian evidence linking allied health leadership, governance, or readiness interventions to patient, workforce, or organisational outcomes, particularly outside acute care. Supervision is associated with a culture of continuous learning and professional confidence, which can promote greater job satisfaction and retention. Applied research which directly measures patient outcomes, quality and safety indicators, workforce retention, access and productivity to build an evidence base for supervision, training and role optimisation is encouraged.

Leadership challenges differ by sector and geography. Distance supervision, culturally safe practice and market-based funding models shape how allied assistant roles are managed. Leadership capacity in rural services is constrained by workforce shortages and limited resourcing. Applied research should adapt governance models to place, culture and service environment, rather than applying uniform metropolitan frameworks.

Mentorship

Mentoring is not embedded within allied health national workforce policy and there is no evidence-based mentoring framework tailored to allied health assistants. It is a significantly under-researched area within the Australian allied health workforce. Given that the field is at a foundational stage, pilot and feasibility studies are needed, particularly in rural settings.

Mentor capability and approach are critical to effective mentoring. Interventions should include allied health professional capability development to promote understanding of allied health assistant training and roles. Mentoring may occur during vocational placements. Other barriers to consider include financial constraints under NDIS pricing reducing capacity for non-billable mentoring, as well as unclear role boundaries and weak professional identity among allied health assistants.

Mentoring is most effectively positioned as an integrated component of supervision, governance and career pathway structures, rather than a discrete initiative. Embedding it within centralised governance arrangements and formalised career progression frameworks is crucial to ensuring consistency, accountability and sustainability, while enabling mentoring to be systematically implemented, supported and aligned with broader workforce development objectives.

Work readiness

In Australian policy, work readiness for allied health assistants is conceptualised as an implemented capability rather than simply a qualification. This definition emphasises that readiness emerges from the interaction of vocational education, structured workplace learning, supervision and governance mechanisms. It emphasises real-world experience, safe practice, scope clarity and competency assessments. Work readiness is therefore a system outcome, produced by alignment between VET training, placements, workplace onboarding, supervision and governance. Applied research should be aimed at systemic or organisational factors rather than limited to individual capacity building.

Research interventions which seek to support work readiness might examine onboarding models, supervision and delegation interventions, disability-specific readiness pathways, rural supervision models and culturally safe readiness frameworks. There is also a need for outcome-focused and cost-effectiveness evidence exploring the relationship between allied health assistant work readiness and patient or client outcomes, service quality and safety, access, or productivity gains.

Readiness inequities are most pronounced in disability, rural and remote settings, where funding constraints and reduced supervision limit workforce development. Cultural safety is integral to allied health assistant work readiness, particularly in community, disability and rural contexts. However, Certificate III and IV pathways often provide limited exposure to culturally diverse settings and Aboriginal and Torres Strait Islander health contexts. Studies aimed at strengthening equitable workforce readiness are needed to address these gaps. This may include co-design and evaluation of culturally responsive training models and placement opportunities in partnership with Aboriginal and Torres Strait Islander communities.

Digital literacy and capability

Digital literacy and capability for allied health assistants is the ability to confidently, safely and effectively use digital technologies, tools and systems to support clinical care, manage patient information and collaborate with multidisciplinary teams. It encompasses digital skills, behaviours and the capacity to integrate these into practice. There is currently little evidence regarding digital literacy and capability among allied health professionals. Digital capacity among allied health assistants and VET students is almost completely unexplored.

Applied research may support baseline capability mapping, development of allied health assistant-specific digital frameworks, intervention trials embedded in VET programs, supervisor-focused digital capability initiatives and implementation research in aged care, disability and community settings. Interventions may include practice-based training, integration of digital tasks into placements and enhancing supervisor digital capability.

Digital tools (ie: telehealth, apps, portals, data systems) can either support or undermine culturally safe care depending on how they are designed and used. Co-designed research is needed to help ensure these technologies are culturally responsive, accessible and aligned with community priorities, while strengthening trust, supporting workforce capability and avoiding the unintended reinforcement of existing inequities. Given known digital infrastructure and workforce challenges in rural and remote Australia, applied research may help identify the infrastructure, training, supervision and scope-of-practice supports required for safe, effective and culturally responsive implementation.



Priority areas for the mental health workforce

Worker wellbeing

Mental health workers face heightened wellbeing challenges arising from the significant emotional, relational and systemic demands of their work. A central issue is sustained exposure to trauma and distress, including vicarious trauma and compassion fatigue, which can accumulate over time and impact both personal and professional functioning. Mental health workers often support clients with multiple and intersecting needs while managing high levels of administrative demands with limited resources. Thus, applied research should focus on issues related to leadership, workplace flexibility, workloads, funding and safety rather than individual resilience.

Understudied populations include nurses transitioning into mental health roles, psychiatrists, Aboriginal and Torres Strait Islander mental health workers, mental health workers from culturally and linguistically diverse (CALD) backgrounds and younger workers. Barriers to wellbeing among Aboriginal and Torres Strait Islander mental health workers include isolation, lack of cultural safety and limits on practice. Greater wellbeing challenges have also been identified among rural and mental health workers, including low remuneration, limited career opportunities, understaffing and a lack of expertise. Given these additional risks, there is also a need for interventions focused on mental health worker wellbeing in rural and remote settings.

As the lived experience peer worker roles have rapidly expanded, organisational supports for this workforce remain inadequate. Primary barriers to wellbeing include negative attitudes from clinical colleagues, power imbalances and lack of role clarity. Applied research cannot effectively address lived experience peer workforce well-being through individual-level interventions but should target structural and cultural changes. Potential interventions may focus on upskilling non-peer staff to address stigma and increase understanding of the purpose of lived experience peer roles.

One of the most frequently cited interventions to support mental health worker wellbeing is clinical supervision. However, many identified barriers to well-being are structural issues, such as heavy workloads and resource limitations. Applied research should move beyond individual level interventions towards organisational reforms. More methodologically rigorous interventions are needed given that the majority of Australian studies examining mental health worker wellbeing are exploratory and rely on self-reported outcomes.

Leadership and management

Leadership and management within the Australian mental health workforce are distinct but interrelated constructs. They have a shared aim of enabling the coordination, development and delivery of safe, effective and person-centred care across a complex, multidisciplinary system. Leadership and management competences are achieved through formal training, as well as learning and reflecting from experience.

Leadership and management roles are particularly important in mental health given the diverse composition of the workforce and the need for integration across health and social service domains, spanning prevention, early intervention, treatment and recovery. Effective leadership and management are essential to addressing mental health workforce challenges such as role clarity, attraction and retention, interprofessional collaboration, equitable service distribution and workplace wellbeing. Leadership gaps, particularly in supervision, organisational culture and system governance, are a major constraint on workforce performance.

Applied research may include piloting structured leadership and management training programs for specialist mental health workers to support career progression pathways. This is particularly important for underrepresented groups including, Aboriginal and Torres Strait Islander mental health workers, lived experience peer workers and mental health consumers. Studies aimed at enhancing opportunities for lived experience peer workforce leadership should address identified barriers, such as a lack of career progression opportunities, sociocultural norms favouring formal education over experiential knowledge, stigma, power imbalances and service culture expectations.

There is also a need for interventions to build middle management and clinical leadership capability, particularly in community and non-government sectors, where leadership is often under-resourced despite being critical to workforce sustainability.

Mentorship

Mentorship is broadly conceptualised in the Australian mental health workforce through workforce guidelines, lived experience frameworks and service development literature. Mentoring typically involves experienced practitioners or peers who provide guidance, reflective support and knowledge sharing to develop workforce capability, support wellbeing and enable effective participation in recovery-oriented mental health systems, particularly within multidisciplinary and lived experience workforces.

A primary role of mentors is to help workers understand the expectations of their roles and organisational contexts. This is particularly important given the diversity of mental health roles in Australia. Mentors also aim to promote personal and professional growth by providing a space for reflection, feedback and emotional support, which is critical to managing the complex demands of mental health work. Mentoring may occur during vocational placements.

Mentoring is recognised as valuable for workforce sustainability and wellbeing, yet insufficiently embedded in formal workforce planning, evaluation and funding structures. It is frequently proposed as a solution to recruitment, retention and capability challenges within the Australian mental health workforce. Yet it is rarely examined directly or evaluated as a distinct intervention. Applied research on mentoring in the Australian mental health workforce needs to move beyond endorsement toward conceptual clarity, empirical validation and system integration.

Mentorship is most developed in the lived experience peer workforce context, where it is seen as essential for supporting workers in roles that challenge traditional professional hierarchies. However, even in this context, evidence remains largely descriptive and mentoring is frequently conceptually entangled with supervision, peer support and informal workplace learning, reflecting broader ambiguity in workforce frameworks. Evidence is particularly needed on how to upskill the existing lived experience peer workforce and create senior and supervisory roles to ensure mentors have both practice and supervisory experience.

Work readiness

Work readiness in the Australian mental health workforce includes clinical competence, system literacy, cultural capability and workforce sustainability. It necessitates the possession of skills, attributes and competencies required to competently and safely enter and remain in the workforce. Work readiness requires a combination of academic knowledge, clinical competence and personal attributes. Maintaining work readiness is achieved through ongoing learning, mentoring and participation in supervision.

Clinical skills extend from assessment and diagnosis to treatment and recovery support. Key skill areas include trauma-informed practice, therapeutic knowledge and cultural competency. Familiarity with both the mental health service system and recovery pathways is needed to ensure that service delivery promotes long-term wellbeing and social inclusion. The sensitive nature of mental health work necessitates high levels of resilience and adaptability. Stress-management skills are crucial to preventing vicarious trauma and burnout. High levels of soft skills are required for all mental health workers, but particularly those employed in lived experience peer worker roles. These include authenticity, interpersonal openness, collaboration and reflexivity.

Work readiness among Australian mental health workers is widely explored in the existing body of evidence. However, the link between improved workforce readiness and patient outcomes needs to be more clearly established. A key barrier is that education and training courses are overly focused on theory with limited practical training and supervision. A disconnect between the discipline-specific focus of education and training programs and the nature of mental health work is negatively impacting workforce retention. Applied research may include program pilots aimed at better alignment with the daily demands of mental health work, including enhanced supervision during practicum placements.

Interventions should consist of multi-faceted, context-specific approaches to building workforce readiness across diverse settings, populations and professional groups. This includes place-based research, particularly in regional and remote settings and studies that focus on work readiness in response to natural disasters, socio-economic crises and the increasing complexity of need for mental health services. Interventions may also address career pathways for underrepresented groups, including Aboriginal and Torres Strait Islander mental health workers, workers from culturally and linguistically diverse backgrounds and lived experience peer workers.

Digital literacy and capability

Digital literacy and capability for Australian mental health workers is the ability to confidently, safely and effectively use digital technologies to find, evaluate and provide mental health care and manage patient information via digital platforms such as the myGov My Health Record. It encompasses digital skills, behaviours and the capacity to integrate these into practice. Digital mental health services in Australia primarily consist of counselling services delivered online via desktops, mobile devices, or telephone services and automated self-help programs and applications. The provision of digital mental health services has markedly increased in Australia in recent years, particularly during and after the COVID-19 crisis.

However, research in this area remains sparse, particularly regarding the impact of training on specific digital literacy skill development. Limited attention has been given to the intersection of worker age, career stage, or prior technology experience with digital literacy. No available studies focus on the development of digital literacies among VET or university students.

At the organisational level, barriers to digital literacy and capability include time constraints, heavy workloads, restrictive IT policies and limited resources and infrastructure. In contrast, enablers include tech-savvy leadership, clear internal directives and sustained investment in resources. Effective digital training is supported by strategies that build confidence and shift attitudes, along with post-training follow-up, culturally adapted resources and peer networks or communities of practice. At a technical level, barriers include system integration challenges and concerns about data privacy and security, while enablers include customisable platforms, user-acceptance testing and iterative, user-centred design processes. Applied research may consist of co-design and evaluation of scalable digital literacy and capability interventions for mental health workers that address organisational and technical barriers, while testing the effectiveness of enablers.

Priority areas for the nursing workforce

Worker wellbeing

Wellbeing in the context of the Australian nursing workforce extends beyond individual mental health to encompass workload design, emotional demands of care, leadership quality, workplace culture and organisational systems. This is because distress, burnout and reduced wellbeing are predominantly driven by systemic factors such as ineffective workload management, administrative burden, staffing pressures, exposure to emotionally demanding environments, inadequate supervision and insufficient organisational support, rather than individual coping deficits.

Existing mindfulness interventions in workplace contexts report improved self-compassion, emotional regulation and perceived coping capacity. There is a strong need for applied research that moves beyond individualised wellbeing interventions toward structural and curriculum embedded approaches. Flexible and accessible delivery models, such as online or blended programs, are commonly identified as increasing engagement and feasibility for students who are balancing study, clinical placement, employment and personal responsibilities.

Existing research is overwhelmingly focused on university based registered nursing education. Enrolled nurses are largely absent from the evidence base, despite forming a substantial component of the nursing workforce and working alongside registered nurses in comparable clinical environments. Applied research may include VET settings with a specific focus on enrolled nurses. Studies may compare wellbeing needs and outcomes across nursing classifications and educational pathways and address contextual inequities, particularly for rural and remote learners and Aboriginal and Torres Strait Islander learners.

For Aboriginal and Torres Strait Islander nurses, psychosocial wellbeing is further shaped by systemic factors including cultural safety, financial pressures and the need for flexible and culturally responsive education and support environments. Applied research aimed at increasing cultural safety should be framed around systemic accountability and target organisational and workforce conditions rather than individual resilience.

Leadership and management

Leadership in the Australian nursing sector refers to the ability to influence, motivate and enable others by providing support, motivation, coordination and a vision to ensure workers can provide effective care. Management, in contrast, refers to the administrative and operational side of care delivery and it is therefore more focused on planning, organising and monitoring services. Collectively, leadership and management are critical enablers of nursing workforce sustainability, service quality and culturally safe care.

Nursing leadership development initiatives are particularly effective when they include mentoring, experiential learning and blended delivery models. Commonly identified barriers to participation include workload pressures, role seniority, limited access to protected learning time and geographic isolation. Applied research may be place-based in rural, regional and remote contexts, including evaluation of mentorship, supervision, distributed leadership models and strategies to address workforce maldistribution and professional isolation.

There is growing recognition that leadership and management capability should be embedded early in vocational and undergraduate nursing education. Applied research may include education–practice integration models, particularly scaffolded and workplace-embedded approaches that support transition from undergraduate learning to real-world clinical leadership practice. Focus is

also needed on the mid-career leadership transition point, where nurses often experience heightened responsibility without adequate preparation or support.

Applied research should explicitly examine leadership development as a system-level capability rather than an individual attribute, including the impact of organisational structures, staffing models, workload design and leadership culture on the development and enactment of leadership behaviours. Culturally safe leadership development models, including Aboriginal and Torres Strait Islander-led approaches and culturally grounded mentoring and their impact on outcomes for Aboriginal and Torres Strait Islander nurses and patients are needed.

Mentorship

Mentoring is commonly defined as a voluntary, relational and developmental partnership in which a more experienced nurse provides guidance, support and knowledge-sharing to support reflective practice, professional identity formation and career navigation. Mentoring may occur during vocational placements. Mentoring is increasingly positioned within contemporary Australian nursing workforce policy as a key enabler of workforce sustainability, capability development and retention, particularly across early career and leadership pathways.

The evidence base for mentoring within the Australian nursing workforce remains thin despite decades of policy recommendations. Existing research is largely limited to pre-service and transition-to-practice models for graduate nurses and culturally safe mentoring programs specifically designed for Aboriginal and Torres Strait Islander nurses and midwives, typically Aboriginal-led and using yarning-based approaches. Applied research may include mentoring feasibility studies or pilots targeting early to mid-career nurses.

Much of the existing evidence base lacks robust evaluation, theoretical clarity and scalable models, particularly in rural and primary healthcare contexts. Applied research should seek to establish conceptual clarity by clearly distinguishing mentoring from supervision and preceptorship to support consistent design, evaluation and comparison of interventions. Technology-enabled and distance mentoring approaches may be explored to address geographic isolation and access barriers. Co-designed and participatory methods that centre on nurses' lived experience, particularly those in underserved settings, are particularly needed.

There is a need for studies that examine the impact of mentoring on workforce outcomes, including retention, wellbeing, career progression and patient care. Applied research may therefore investigate organisational and system-level enablers of mentoring, including leadership capability, workload and resource allocation, to embed mentoring as a core workforce strategy rather than an informal practice.

Work readiness

Work readiness for enrolled and registered nurses is not a fixed attribute, but rather an encompassing capability that develops across pre-registration education, early workforce transition and throughout the first year of professional practice. Across both university and vocational pathways, there is misalignment between curricula and practice demands and nursing graduates report deficits in clinical skills, critical thinking and confidence, particularly in managing deteriorating patients and working independently.

Structural barriers to readiness among registered nurses include insufficient clinical placement hours, inconsistent curricula across institutions which can further the theory-practice gap, variable supervision quality, limited simulation access and inadequate exposure to varied patient acuity. Barriers at the individual level include job reality shock, difficulty in managing work-life balance and

graduate's unrealistic assumptions about their own competence. Applied research may consist of interventions to address these barriers, particularly structural barriers which have yet to be targeted.

Simulation is increasingly positioned as a supplement, or partial substitute, for clinical placement hours, especially as increasing student numbers have stretched industry partners. No negative impacts have been identified when simulation-based learning is used to replace some clinical placement hours, but evidence is needed to determine impacts on actual workplace performance or graduate retention.

There are substantial differences in contextual demand in rural nursing environments, including broader scopes of practice, reduced supervision and fewer educational supports. Applied research may include evaluations of transition-to-practice, mentoring, supervision and professional development with specific theoretical and operational preparation for rural practice. Interventions to promote work readiness among Aboriginal and Torres Strait Islander nurses should address cultural safety, racism and institutional power dynamics, rather than promote individual preparedness.

Digital literacy and capability

Digital literacy and capability in nursing is defined as a core professional capability that enables nurses to safely, effectively and ethically deliver person centred care within technology enabled health systems. It encompasses digital skills, behaviours and the capacity to integrate these into practice. In the nursing context, digital literacy and capability extends beyond general computer skills to encompass competencies in electronic medical records (EMR), eHealth and telehealth applications, clinical data management, information governance and digital professionalism, all of which are directly linked to patient safety, care quality and professional accountability. Telehealth nursing roles require advanced clinical judgement alongside strong digital literacy, communication skills and proficiency in remote documentation and data governance.

Australian evidence consistently demonstrates a divergence between general digital fluency and applied clinical informatics capability among both nursing students and the practising workforce. While nursing students and nurses report high confidence in basic computer and internet use, validated assessments reveal substantially lower competence in health specific digital capabilities. Available evidence highlights a disconnect between positive attitudes toward digital health technologies and actual adoption or effective use in practice, particularly in telehealth and digitally mediated care environments.

The most significant modifiable driver of digital capability deficits is limited and inconsistent integration of applied clinical informatics into nursing education and professional development pathways. Workplace level barriers further constrain capability development, including high workload, limited access to computers, insufficient technical support and poor alignment between digital systems and nursing workflows. Rural, regional and remote contexts magnify these challenges due to limited infrastructure, training access and technical support, reinforcing the importance of context sensitive capability development.

Applied research should focus on system enabled solutions that integrate education, workforce development and digital infrastructure, rather than relying on optional or late-stage training. Key aims may include strengthening educator capability, embedding digital literacy and capability across curricula and career pathways and aligning digital systems with nursing workflows. Interventions may target enrolled nurses, rural and remote practitioners and Aboriginal and Torres Strait Islander nurses and explicitly incorporate principles of data governance and cultural safety.



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

Organisational Name

Street/Postal Address)
(SUBURB STATE POSTCODE)

Dear (Salutation and Surname),

LETTER OF OFFER

<mailto:HealthCareSupportTCE@tafeqld.edu.au>

The TAFE Centre of Excellence Health Care and Support at TAFE Queensland offers **[insert full name of grant recipient and ABN]** an Applied Research Grant (Grant). The offer, under the round for Research translation for the Allied Health, Mental Health and Nursing services workforce is for \$ **[insert grant amount]** total (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 Health Care and Support 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](#) **[insert link]**.

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** is made public. Please ensure that any stakeholders and partners connected to your application are aware of the embargo.

If you have any questions, please contact the team at HealthCareSupportTCE@tafeqld.edu.au.

Yours sincerely,

(Body)

(Closing Paragraph)

(Contact Paragraph)

Grant Schedule

Purpose of the Grant

This Grant, provided under the funding round titled Research translation for the Allied Health, Mental Health and Nursing services workforce, is awarded for the purpose of facilitating applied research projects that respond to the critical skills needs for the Allied Health, Mental Health and Nursing services workforce. The outcomes of the Grant will contribute to achieving both Commonwealth and state government policy objectives, which benefit the public, through supporting innovative research which provides solutions to industry needs, and empowers health care sectors workers, and improves the quality of service.

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 date}** until **{insert 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

[Insert a full description of the Activity to be undertaken throughout the course of the Grant, projected timeline, milestones, and intended research outcomes.]

Grant Activities
1. Commencement of Research Project, report due {insert 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 Application 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 names of organisations}**.

2. {insert additional grant activities}

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 1)

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 name} (Grant Activity 2)

Method of Measuring Performance

Minimum Standard of Performance

4. Grant Activity Reports

- The Grantee will deliver the Grant Activity to the Centre's satisfaction and substantially in accordance with the Delivery Plan.
- 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 8 weeks after grant activity begins}
Report 2: Interim Report This report must provide the progress update on actual delivery of Grant Activity against the Delivery Plan.	{insert date approximately 6 months after grant activity begins}
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 that grant activity ends}

- The Grant Activity Report will include information on the Grantee's delivery of the Grant Activity.
- The Centre will use the three Grant Activity Reports to assess the Grantee's delivery of the Grant Activity.
- The Centre may also request ad hoc data or information from the Grantee as required to fulfil its reporting and briefing obligations.
- 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:
- Willingness*: the Centre and the Grantee will demonstrate initiative, embrace each other's issues, act on feedback and display commitment to their respective obligations;
 - Honesty and openness*: problems and changes will be dealt with in a proactive manner, working towards common solutions;
 - 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;
 - Respect*: the Centre and the Grantee accept each other's respective roles and respect their differences;
 - 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;
 - Consistency* - wherever possible the Centre and the Grantee will endeavour to ensure common policies, systems, procedures and practices will be developed; and
 - 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 overview of 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]*** total, including \$ ***[insert GST amount]*** GST. The payments of the Grant will be made as follows:

Amount	Date
\$ <i>[insert 50% of awarded grant monies]</i>	<i>{insert date}</i> or four weeks following the commencement of Grant Activity upon acceptance of the Grant, whichever is later (Milestone 1).
\$ <i>[insert 30% of awarded grant monies]</i>	Upon submission of the Interim Report due on <i>{insert date}</i> and subsequent review and approval to the standard indicated in the KPIs (Milestone 3).
\$ <i>[insert 20% of awarded grant monies]</i>	Upon submission of the Final Report due on <i>{insert date}</i> and subsequent review and approval to the standard indicated in the KPIs (Milestone 4).

Grantees acknowledge that required reports are subject to a review and approval process, and that payments will be processed in accordance with internal finance procedures following such approval. Accordingly, processing time should be allowed between report submission, approval, and disbursement of funds.

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 Health Care and Support 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 Health Care and Support at TAFE Queensland (**'Unauthorised Allocation'**), then, without limiting any other rights it may have, TAFE Centre of Excellence Health Care and Support 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 7 years after the Activity Completion Date and to make them available to TAFE Queensland, TAFE Centre of Excellence Health Care and Support; 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 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 Health Care and Support, 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 Health Care and Support, 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

Insert Project Lead/ Chief Investigator / Directors Name:

Position:

Signature:

Date

TAFE Centre of Excellence Health Care and Support

Directors Name:

Position:

Signature:

Date

Agreement of 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 Health Care and Support 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 Health Care and Support at TAFE Queensland agrees to pay the Grant to the Grantee in accordance with this Agreement.

TAFE Queensland is not required to pay any instalment of the Grant where the Grantee has not complied with its obligations under this Agreement, including any KPI or Grant Activity Reporting Commitments.

TAFE Queensland may withhold payment of any amount which it disputes in good faith, until the dispute is resolved and it is determined that the amount is payable.

TAFE Queensland may also set off any amounts payable by the Grantee to TAFE Queensland against any amounts payable to the Grantee by TAFE Queensland. Nothing in this clause will affect TAFE Queensland's right to recover from the Grantee the whole amount owing by the Grantee to TAFE Queensland or any balance that remains owing after set off.

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 Health Care and Support, 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 Health Care and Support 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 Health Care and Support 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



16. 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.

17. 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 Centre by **[insert date]**.

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.

Before you start

The budget template includes key elements for consideration and some examples of what may be included.

Income Source and Amount:

In this section, specify the total amount of funding you are requesting through the grant. Include any additional income sources that will support your proposed project, such as matching funds from your organisation or project partners, and any in-kind contributions. If no additional income is anticipated, state only the amount requested from the grant. Please ensure that all in-kind contributions listed in the application form are also documented in the grant budget submission.

Examples: grant funding request, other government funding, private sector funding, applicant contribution, in-kind contributions from a partner organisation

Expenditure Item and Amount:

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”.

Examples: staff expenses, stakeholder engagement, travel/accommodation, resource development, promotion/dissemination of findings.

FY Expenditure:

This section requires you to specify the financial year(s) in which each expenditure item will be incurred.

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. However, if the Grants will only partially fund the expenditure, please indicate only the amount that will be drawn from the Grant.

Total Income, Total Project Expenditure, and Total Grant Expenditure:

The totals will be the same if the Grant is the sole source of funding for the project. However, 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.

Budget Exemplar (Funding request of \$212,000.00)

Income Source	Income amount (excl. GST)	Expenditure item	Expenditure amount (excl. GST)	FY Expenditure (2026/27 FY or 2027/28 FY)	Grant funding expenditure
Grant Funding	\$75,000.00	Project Manager (0.6 FTE, 12 months)	\$75,000.00	2026/2027	\$75,000.00
In-kind (Institution Name)	\$60,000.00	Senior Research Fellow (0.5 FTE, 12 months)	\$60,000.00	2026/2027	\$0.00
In-kind (Institution Name)	\$40,000.00	Research Assistant (0.4 FTE, 12 months)	\$40,000.00	2027/2028	\$0.00
Grant Funding	\$65,000.00	External Web Designer for training platform	\$65,000.00	2027/2028	\$65,000.00
Grant Funding	\$10,000.00	Transcription costs	\$10,000.00	2026/2027 & 2027/2028	\$10,000.00
Grant Funding	\$20,000.00	Domestic Travel - training delivery	\$20,000.00	2026/2027	\$20,000.00
Grant Funding	\$12,000.00	Indigenous & CALD Consultation and Engagement	\$12,000.00	2026/2027	\$12,000.00
Grant Funding	\$15,000.00	Educator costs	\$15,000.00	2027/2028	\$15,000.00
Grant Funding	\$5,000.00	Ethics Application	\$5,000.00	2027/2028	\$5,000.00
Grant Funding	\$10,000.00	Contingency (approx. 5%)	\$10,000.00	2027/2028	\$10,000.00
TOTAL INCOME (excl. GST)	\$312,000.00	TOTAL PROJECT EXPENDITURE (must match total income) (excl. GST)	\$312,000.00	TOTAL GRANT EXPENDITURE (must match funding request)	\$212,000.00

Budget Template

Income Source	Income amount (excl. GST)	Expenditure item	Expenditure amount (excl. GST)	FY Expenditure (2026/27 FY or 2027/28 FY)	Grant funding expenditure
TOTAL INCOME (excl. GST)	\$	TOTAL PROJECT EXPENDITURE (must match total income) (excl. GST)	\$	TOTAL GRANT EXPENDITURE (must match funding request)	\$

This template is provided to assist applicants in demonstrating a genuine research partnership within their project proposal. The letter of support must be endorsed by the authorised representative of the partnering organisation. Applicants may submit letters of support in an alternative format if preferred.

Each letter of support should confirm the research partnership and align with the information provided in the application form submitted by the lead organisation. It should include an overview of the partnering organisation's key roles and responsibilities. If the project involves multiple partner organisations, a separate letter of support is required from each partnering organisation.

A strong letter of support can significantly strengthen a grant application by showcasing meaningful collaboration and sector relevance. The following elements are recommended:

1. **Clear Endorsement:** Explicitly state the partnering organisation's support and endorsement of the project and application.
2. **Organisational Alignment:** Explain how the partnering organisation's mission and expertise align with the project objectives.
3. **Specific Contributions:** Outline what the partnering organisation will provide, such as resources, expertise, data, or pilot participants.
4. **Anticipated Impact:** Describe the expected benefits for the sector, community or workforce.
5. **Contact Information:** Include details for follow-up or further engagement.

Letter of support template

Date: [date]

To: [Recipient name and title]

Subject: Letter of Support – [Project title]

Dear [Project Lead / Chief Investigator],

On behalf of [Partner organisation name], please accept this letter as [endorsement/ agreement] of [our support for / participation in] the proposed research project, "[project title]", as led by [Project Lead / Chief Investigator] from [organisation].

As a [brief description of organisation / services / expertise being provided], [Partner organisation name] is well-placed to support the objectives of [the proposed project], due to [demonstrate alignment].

As such, we are committed to supporting the research in the following ways [detail specific roles, responsibilities, and/or contributions, such as those exemplified below]:

- Participating in co-design for research materials
- Providing physical delivery sites, networks / participants / research expertise, assets / data.

These arrangements will support the key objectives of the [research project] through [describe how the contributions will support the proposed research / sector / service user].

[Name]

[Position title – authorised signatory for the Partnering organisation]

[Partner Organisation name]

[Contact information]

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 risks](#);
- [A risk management plan exemplar](#); and
- [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 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 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

Risk treatment or mitigation 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					
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	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	Mitigation strategies
Involvement of vulnerable population	Rare Unlikely Possible Likely Almost Certain (Choose an item)	Low Medium High	Demonstrate efforts to ensure research integrity, the application of the Centre's Culturally Appropriate and Safe Training Framework , if applicable, and plans for approval from a Human Research Ethics Committee, either attached to your institution or an external provider registered with and/or recognised by the NHMRC . A copy of ethics approval should be provided to the Centre.
Fieldwork and/or travel	Rare Unlikely Possible Likely Almost Certain (Choose an item)	Low Medium High	Ensure project team completes fieldwork/travel safety training or equivalent at applicant's institutions Monitor environmental impacts that could impact travel.
Delays in recruitment of staff	Rare Unlikely Possible Likely Almost Certain (Choose an item)	Low Medium High	Demonstrate realistic understanding of what can be achieved within the permitted timeframe and budget Review your existing workforce resources and identify reprioritisation strategies to meet project timeframes.
Budget shortfalls	Rare Unlikely Possible Likely Almost Certain (Choose an item)	Low Medium High	Develop budgets to fully plan for known likelihoods and factor in relevant contingencies Maintain regular review processes and/or procedures to monitor actual expenses for the project.
Operational demands lead to delays to the timely delivery of project	Rare Unlikely Possible Likely Almost Certain (Choose an item)	Low Medium High	Ensure that all parties have agreed to a realistic project plan, timeline, and budget.

Risk management plan exemplar

Risk #	Risk identification <i>What event(s) can happen and how it can happen</i>	Risk impact <i>What are the effects if it does happen</i>	Risk controls <i>What controls are currently in place</i>	Likelihood	Consequence	Current risk rating	Acceptable/ Unacceptable	Proposed mitigation strategies
1	Delays in receiving grant funding	Delays to receive funding may delay the commencement of project activities	1. Maintain communication with funding providers to understand likelihood of payment delays	Possible	Moderate	Medium	Acceptable	1. Determine activities that align with in-kind contributions that could commence before receiving grant funding. 2. Determine other activities that could commence before receiving grant funding.
2	Delay aligned to recruitment of key project team members.	Recruitment delays will delay project commencement	1. Recruitment to commence upon successful notification from grant provider. 2. Job descriptions and recruitment requirements planned as part of project proposal	Likely	Major	High	Acceptable	1. Identified in-kind FTE can be stood up immediately to support commencement of project activities.
3	Participant recruitment	Inadequate participation rates will impact pilot implementation and the reliability of outcomes	1. Recruitment of participants to be split across four (4) industry partners to account for operational pressures. 2. Recruitment will be split across four (4) locations to ensure a single site does not exceed capacity	Possible	Major	High	Acceptable	1. If participant numbers fall below the minimum requirement of fifty, additional participants will be sourced. 2. Project team will refer to the secondary industry partner list to source additional participants quickly. Noting, secondary partners understand the pilot requirements and are ready to identify additional participants if called upon to do so.
4	Budget	Overspend of budget may impact the delivery and outcomes of project	1. Project Manage to ensure Budget is allocated and managed appropriately. 2. Internal progress and budget reports to be reviewed to limit overspend opportunities	Unlikely	Moderate	Medium	Acceptable	1. Considerable overspend of budget will require a review of resource allocations and re-allocations as required. 2. Finance manager to have full oversight of budget activities to provide additional support where required.
5	Withdrawal of Partner organisation/s	Project delays and risk to project success and completion	1. Maintain consistent communication to maintain partner engagement and participation. 2. Explore succession planning with partner organisation/s to identify possible back fill opportunities	Unlikely	Moderate	Low	Acceptable	1. Risk Register to be maintained with contingency plans in place should a partner organisation withdraw from the project. 2. Identification of alternate partner organisation to source pilot participants if required.

Risk management plan template

Complete the risk management plan using the information provided on pages 1 and 2. Add all risks which you have identified. Consider risks relevant to the proposed grant activity, such research project limitations, your organisation, and your context of operation (the geographic and community setting, available infrastructure, other organisations, etc.).

Risk #	Risk Identification <i>What event(s) can happen and how it can happen</i>	Risk Impact <i>What are the effects if it does happen</i>	Risk Controls <i>What controls are currently in place</i>	Likelihood	Consequence	Current risk rating	Acceptable/ Unacceptable	Proposed Mitigation 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.	
9				Choose an item.	Choose an item.	Choose an item.	Choose an item.	
10				Choose an item.	Choose an item.	Choose an item.	Choose an item.	

TAFE Centre of Excellence Applied Research Grants Frequently Asked Questions (FAQ's)

This information has been prepared to assist with applications for applied research grants through the TAFE Centre of Excellence in Health Care and Support at TAFE Queensland. These FAQs provide details that are not included in the Grant Opportunity Guidelines or other supporting documents.

- [General questions](#)
- [Applied research project grants](#)
- [Eligibility and application process](#)
- [Grant assessment and approvals](#)
- [Grant implementation and reporting](#)
- [Partnerships and collaboration](#)
- [Ethics and risk management](#)
- [Funding and financial management](#)
- [Transparency and probity](#)
- [Intellectual property](#)
- [Marketing](#)
- [Glossary](#)

Please consider the information as a guide only. If you require additional assistance, please contact: healthcaresupporttce@tafeqld.edu.au.

General questions

What is the TAFE Centre of Excellence Health Care and Support?

Through the [National Skills Agreement](#), the Australian Government is partnering with states and territories to establish nationally networked TAFE Centres of Excellence to deliver a skilled workforce for strategically important national industries.

TAFE Queensland is leading the TAFE Centre of Excellence Health Care and Support. The centre is a \$35 million joint initiative by the Australian and Queensland Governments to address national skills gaps in health, nursing and community services.

The Centre, through a range of national partnerships and networks, will lead innovative health support and care training opportunities, with a focus on regional, rural, remote and Aboriginal and Torres Strait Islander students and workers.

To address training, workforce and skill needs, the Centre has an applied research grants program which drives research collaborations and funds innovative projects between TAFE institutions to deliver research projects in partnership with universities, industry, Aboriginal and Community Controlled organisations, and other stakeholders.

What is the 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.

What are the objectives of the Centre's of grants program?

The Centre's grants program has been designed to address education and training, workforce and skill needs through funding applied research collaborations between TAFE Queensland / TAFE institutions and universities, industry, Aboriginal and Community Controlled organisations, and other stakeholders. The objectives of the program in supporting applied research collaborations is to ensure that education and training materials are evidence-based, and informed by contemporary industry needs, to ensure that learners are equipped with skills and knowledge needed to excel in the rapidly evolving health care and support sector.

Applied research project grants

What is applied research and what types of projects do the grants support?

Applied research, or research translation, is a type of systematic, evidence-informed investigation that is designed to generate solutions to problems through translating theoretical knowledge. As a type of research which is focused on translating knowledge into practice, applied research projects can inform policy, service delivery, and product development. Applied research is also known as research translation, applied science, action research, among other terms. You can read more about [Applied Research here](#).

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

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

The overarching objectives of the Grants are to respond to the policy priorities of the NSA, and the [National Agreement on Closing the Gap](#), in supporting the innovative delivery of education and training for nursing, aged care, disability, mental health, and allied health.

Research design should consider priority groups and equity cohorts such as Aboriginal and Torres Strait Islander peoples, women, people with disability, and culturally and linguistically diverse people. This consideration should extend to research ethics and integrity, and the creation of culturally safe delivery environments. All research proposals, and particularly those which directly involve Aboriginal and/or Torres Strait Islander peoples, as educators, students, and/or support service receivers, should refer to the [Centre's Culturally Appropriate and Safe Training Framework](#) to guide proposal consultation, design, development and implementation/delivery of education and training initiatives.

While the above objectives are core to the Centre's applied research grants program, please refer to the [Grant opportunity guidelines](#) for the detailed scope and priority areas of each specific funding round.

How do applied research grants contribute to industry and education?

Applied research generates actionable insights to inform the improvement of education and training while supporting the development and retention of the workforce needed for various industries. New and innovative training pathways and pedagogical models will attract new students, reskill and upskill the existing workforce, and enhance accessibility for diverse learners, including Aboriginal and Torres Strait Islander peoples, workers from regional and rural communities, women, people with disabilities, and those from culturally and linguistically diverse backgrounds.

What are the funding caps?

A total of \$2,400,000 is available for Round 3. Applicants must nominate a specific amount of funding which aligns with the Centres' proposed cap and ensure that the nominated funding figure is proportional to the scope, scale and complexity of the proposed research activity.

The Centre welcomes applied research project proposals which range in scale, with a minimum cap \$50,000 and the maximum amount available per proposal being capped at \$400,000.

The final allocation will be determined by TAFE Queensland following a comprehensive review and assessment of all applications and negotiation with successful applicants. In seeking to support a diversity of projects, TAFE Queensland may offer reduced funding.

Can a project receive additional funding in future rounds?

Both successful and unsuccessful applicants may apply for subsequent rounds of the Grants. If a previous grantee intends to apply for another round, the proposed research must demonstrate a substantial difference or expansion from the previous project.

Applications that have previously received funding but failed to comply with the funding agreement will not be eligible for future rounds of the program.

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

What are the expected deliverables of the grant?

Grantees are required to submit three (3) progress reports (see the [expected reporting requirements section of this FAQs](#)). Grantees are encouraged to collaborate with the Centre, research partners, and other stakeholders in disseminating and promoting the findings of research projects through channels appropriate for the broader community, industry, VET institutions, and the academic and research community. These may include, but are not limited to, workshops, seminars, industry reports, conferences, and journal articles.

Eligibility and application process

Who is eligible to apply for a grant?

To be eligible to receive grant 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; and
- 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.
- TAFE institutions are eligible to apply as a lead organisation, provided they partner with an industry, university, and/or community organisation, and the proposed research project falls outside the scope of its routine operational activities.
- Universities, industry, and/or community organisations are eligible to apply as a lead organisation, provided they partner with TAFE Queensland and/ or another TAFE institute, and the proposed research project falls outside of the scope of routine operational activities.

Who is NOT eligible to apply for a grant?

You are not eligible to apply if you are:

- An individual;
- An unincorporated association;
- An organisation whose main operations are outside Australia;
- Commonwealth and State Government Departments; and
- Education institutions seeking funding for core business

How do I apply for a grant?

Before applying you must read and understand the grant opportunity guidelines, application form, and the template letter of offer. Any alterations and addenda will be published via the application portal. These documents are accessible via <https://tafeqld.edu.au/tce-grants>.

To apply you must:

- Familiarise with the grant opportunity guidelines, related application materials, and the application process;
- Complete and submit the application form detailing the proposed applied research project within the SurePact grant management portal, unless an alternative application method is approved by the Centre prior;
- Address all eligibility criteria and assessment criteria;
- Provide all compulsory support material requested, including a budget, risk mitigation plan, letter of support (partnership arrangements), resumes¹ for the Project Lead / Chief Investigator and Principal Investigator / Co-investigator(s), and if relevant, other key personnel, which demonstrates the track record of research); and
- Submit the application by 11:00pm AEST, 7 September 2026

What are the key deadlines for submission?

Key dates for the Round 3 grant opportunity are:

- Grants Opportunity publishes: 24 July 2026
- Application Portal opens: 24 July 2026
- Application Portal closes: 11:00 pm AEST, 7 September 2026
- Technical support for Applications closes at 2:00 pm AEST, 7 September 2026

Note: The TAFE Centre of Excellence Health Care and Support may amend the closing date and time at its own discretion by issuing a notice through the Application Portal.

How can I request clarification or assistance during the application process?

To maintain equity and fairness, representatives from the Centre are not able to assist you with writing your application. We recommend you refer to the support guide for writing proposals, included in the Essential Support Documents Pack accessible via <https://tafeqld.edu.au/tce-grants>, if you need assistance throughout the writing process.

If you have further questions which are not addressed in this document, you can contact the team via email at: HealthCareSupportTCE@tafeqld.edu.au, noting that the Centre is limited in the support they can provide which does not relate to technical assistance.

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

What type of supporting documentation should be included in an application?

Compulsory support material for Grant Applications includes:

- Resume of the Project Lead / Chief Investigator and Co-Investigator(s) (please do not include personal information such as your date of birth, home address, phone numbers, or any identification numbers in your resume)
- Completed budget
- Completed risk management plan
- Compulsory letter(s) of support from each partnership organisation.

Please note: Applications that do not include all required supporting documents, as outlined above, will be considered ineligible and will not proceed to the review stage by the Selection Advisory Committee.

Can I make changes to my application after submission?

Applications can be amended and/or additional supporting documents uploaded, within the application portal (SurePact) before the closing date (11:00pm AEST, 7 September 2026).

You will be unable to change your application after the closing date and time. If the Centre finds an error or information that is missing, we may ask for clarification or additional information from you that will not change the nature of your application. We can refuse to accept any additional information from you that would change your submission after the application closing date/time.

Can I apply for a grant after the closing date?

Applications will not be accepted after the closing date. Interested parties are encouraged to monitor the TAFE Queensland Website and register for the Centre Newsletter for future Grant round announcement's via: [Enquire Now](#).

Grant assessment and approvals

What are the assessment criteria?

Eligible applications will be assessed against a weighted criteria specific to the grant round, and other applications within that round. Please note that the amount of detail and supporting evidence you provide in your submission should be relative to the scope and complexity of the research activity outlined and the proposed amount of funding. The assessment criteria can be found in [Section 6](#) of the opportunity guidelines which are located on the Centre's website.

Applications involving cross-sector research with organisations representing more than one sector (allied health, mental health, and nursing) are highly encouraged. At least one grant from each of the three sectors (allied health, mental health, nursing) will be funded in Round 3. No more than one grant will be awarded to any organisation. This information is also in Section 6 of the grant opportunity guidelines which are accessible [here](#).

How are applications reviewed?

The Centre will complete an initial eligibility check of all applications received by the close date. Please refer to the [Eligibility and Application process](#) to confirm eligibility requirements. Ineligible and incomplete applications will be deemed as ineligible and will not proceed to the review stage by the Selection Advisory Committee.

Applications which meet the eligibility criteria are assessed on an openly competitive basis against both the weighted criteria (see [Assessment criteria](#) in this FAQs), and other applications. This ensures that the awarding of grant monies is based on quantitative scoring, in addition to a qualitative written recommendation. Applications are ranked in order from highly meritorious to uncompetitive.

All assessed applications are subject to review in a moderation session to ensure fairness and consistency. Moderation sessions are chaired by a representative from the Department of Trade, Employment and Training (DTET).

At the conclusion of the session, the Selection Advisory Committee reaches consensus on a list of grant applications recommended for funding. These applications are short-listed.

Short-listed applications are presented to the relevant sub-committees and Steering Committee for their endorsement. Should applications be successful in receiving endorsement, they will progress to TAFE Queensland Executives for final approval.

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

The selection advisory committee

The Selection Advisory Committee is formed by independent assessors who bring industry, academic, lived experience, and vocational education and training expertise to the review and selection process. Ensuring that assessors represent various sectors allows for collective expertise to make informed evaluations.

Prior to being allocated an application for review, each assessor is provided with applicant information including lead and partner organisations, and Lead and Co-investigator details. Members are required to declare any actual, perceived or potential conflicts of interest. Members are not allocated to any applications where an actual, perceived or potential conflict is declared.

Members of the Selection Advisory Committee are not informed of each other's assessment allocations and do not have access to the reviews submitted by fellow committee members.

How long does the assessment process take?

The expected timelines for application assessment are 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.

Assessment and review	September 2026
Approval of assessment and review outcomes	October 2026
Notification of outcomes	November / December 2026
Earliest commencement date of grant activity	18 January 2027

What happens if my application is unsuccessful?

If you are unsuccessful, you will receive a notification via the Application Portal. Individual feedback can be requested within 30 days of being notified of the outcome by contacting the Centre via email: HealthCareSupportTCE@tafeqld.edu.au. The Centre will respond to your request 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.

Grant implementation and reporting

What are the reporting requirements for successful grantees?

The Grantee is required to adhere to the following reporting requirements (templates provided to successful grantees), according to the timeframes outlined and agreed upon in the Grant Schedule contained within the Letter of Agreement.

Report 1. Commencement of Research Project Report

This report will outline the progress achieved on the research project from the date of commencement, including a statement on ethics approval (if required), stakeholder and/or participant engagement to date, and/or perceived or actual risk(s). The submission date for this deliverable is approximately eight weeks post-commencement of the Grant Activity as outlined in the Grant Schedule or as otherwise specified in the Grant Agreement.

Report 2. Interim Report

This report provides a research project progress update on the work undertaken by 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 the Grant Activity as outlined in the Grant Schedule or as otherwise specified in the Grant Agreement.

Report 3. Final Report

This report will provide an overview of the activities undertaken over the duration of the 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 the Grant Activity as set out in the Grant Schedule, or as otherwise specified in the Grant Agreement.

* Note: the TAFE Centre of Excellence may request further information from Grantees upon review of report.

Are there penalties for non-compliance with reporting requirements?

The Centre reserves the right to withhold funding milestone payments until any required reports are received and accepted by the Centre.

What happens if my project faces delays or changes?

Grantees must immediately notify the Centre if anything is likely to affect its grant activity or organisation. In the result of unforeseen circumstances (such as a natural disaster), the Grantee must notify the Centre and seek approval for any variations to the project, including changes to the project timeline. Any additional costs or resources required because of these variations must be borne by the Grantee.

Partnerships and collaboration

Mandatory partnership requirements

To ensure Australia has the skilled workforce it needs now and into the future, the Centre's grants program aims to uplift the capacities of the VET sector and strengthen the VET workforce, with TAFE at its core to ensure Australians can obtain the skills and capabilities they need. To support this objective, it is an eligibility requirement for all applicants to demonstrate that the proposed research activity will be delivered in partnership with a TAFE Queensland and/ or another TAFE institution.

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

Should a TAFE institution apply for funding as the Lead Organisation on the application, there must be a demonstrated partnership with industry and/or a university, and the proposed research project is outside of the scope of routine operational activity.

Should industry or a university apply for funding as the Lead Organisation on the application, there must be a demonstrated partnership with TAFE Queensland and/ or another TAFE institution. A partnership arrangement in this instance may refer to, but is not limited to:

- An applied research pilot with TAFE student cohorts and/or VET educators;
- An applied research investigation which includes TAFE personnel for their technical expertise as a vocational education and training educator, and/or as a subject matter expert of their industry;
- An applied research intervention with VET educators as co-researchers;
- An in-kind contribution provided by a TAFE institution.

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

The key roles and responsibilities of partner organisations, as outlined in the Lead Organisation's application, must be clearly detailed in the letter(s) of support. A template for these letters is provided in the essential documents pack and should be submitted as an attachment.

Applicants seeking to partner with TAFE Queensland must lodge a partnership request with TAFE Queensland by 5.00pm AEST, 21 August 2026 using this [form](#).

The TAFE Queensland Commercial team will review applications and assist in aligning the request to a relevant team or region for their consideration.

Please note that submitting an application form to request a partnership with TAFE Queensland does not guarantee a partnership will be granted. Partnerships with TAFE Queensland will depend on the needs and availability of staff and resources during the proposed project period. Please ensure applications seeking partnerships with TAFE Queensland are lodged as soon as possible to allow sufficient time for processing. Applicants will be unable to partner with TAFE Queensland if the partnership request form is not lodged by 5.00pm AEST, 21 August 2026.

What type of partnerships are encouraged?

Partnerships that align with the project's objective and contribute to its success are encouraged. The role of partner organisations can vary depending on the nature and objectives of the proposed research and can span different stages of the project lifecycle, including:

- Project design and development: collaborating on research objectives, methodology and scope.
- Implementation and execution: providing expertise, resources, or access to relevant data and networks.

- Knowledge translation and dissemination: promoting research findings through relevant channels for broader community, industry, and academic and research community, while supporting the application of the findings to industry practice, education and training.

Do all project partners need to provide letters of support?

Yes, all partnerships require a letter of support. Partnership applications that don't include the appropriate letter(s) of support will be considered ineligible and will not proceed for assessment by the Selection Advisory Committee.

What makes a strong letter of support?

A strong Letter of Support can significantly enhance a grant application by demonstrating meaningful collaboration and sector relevance. Here are the key elements that make a letter effective:

1. Clear Endorsement: The letter should explicitly state support for the project and application.
2. Organisational Relevance: Explain how the organisation's mission and expertise align with the project.
3. Specific Contributions: Detail what the organisation will contribute (e.g., resources, expertise, data).
4. Anticipated Impact: Describe the expected benefits of the project for the sector or community.
5. Contact Information: Include details for follow-up or further engagement.

Ethics and risk management

Do projects require ethics approval?

Ethical approval must be sought for any research projects that involves human participants, their data, biospecimens, or observations about them. The Centre does not have a Human Research Ethics Committee and therefore do not offer Research Ethics Application Review.

Approval can be sought from an applicant's or partner organisations. If applicants or partner organisations do not have an established procedure for 'human research ethics clearance, the Centre recommends visiting [NHMRC registered Human Research Ethics Committees \(HREC\)](#) for seeking approval through one of the registered organisations. Please note that fees and timelines vary across institutions. TAFE Queensland has reported experience with the [Metro South Health Research Ethics Committee](#) to be streamlined.

[The Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATIS\) Research Ethics Committee](#) accepts applications for research projects that involve Aboriginal and Torres Strait Islander peoples.

What are the risk management expectations for grantees?

To support the application review and assessment processes, applicants must undertake a risk analysis and mitigation planning associated to review the ways which could impact the successful delivery of grant activities. Applicants can access a risk management plan template in the essential support documents pack accessible via: <https://tafeqld.edu.au/tce-grants>.

Are there specific ethical guidelines for research involving human participants?

The [National Statement on Ethical Conduct in Human Research \(2023\)](#) consists of a series of guidelines made in accordance with the *National Health and Medical Research Council Act 1992*.

The [Australian Code for the Responsible Conduct of Research \(2018\)](#) establishes a framework for responsible research conduct that provides a foundation for high-quality research, credibility and community trust in the research endeavour.

[Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders](#) provides a set of principles to ensure research is safe, respectful, responsible, high quality and of benefit to Aboriginal and Torres Strait Islander peoples and communities.

Funding and financial management

What types of expenses and/ or research activities are eligible for funding?

Eligible expenditure can include:

- Data collection, analysis and reporting;
- Appointment of temporary contracted labour such as research support staff directly employed for the project activities (tuition and/or scholarship for students are ineligible expenditure, while the employment of students for project is eligible).
- Existing staff member salaries/wages and oncosts (directly aligned to the project proposal).
- Community engagement, co-design and other stakeholder consultation activities (including domestic travel and accommodation);
- The development and delivery of innovative education and/or training resources for individuals and/or organisations; and
- The promotion and dissemination of the project outputs within Australia across multiple channels in collaboration with relevant organisations.

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

- Any activity that does not have a direct link to achieving the outcomes as proposed in the Application Form;
- The purchase, planning or maintenance of significant assets (including building infrastructure, construction);
- Existing staff member salaries/wages and oncosts (not aligned to the project proposal).
- General ongoing business operation/recurring expenses, including core business activities, business start-up cost, utilities, rent and other organisational costs not directly associated with the project or Grants program;
- Financial costs, including interest and debt financing, the use of any form of security for the purpose of obtaining or complying with any form of loan, credit, payment or other interest;
- Budget contingency and management fee of more than 10% of Grants funding;
- Any expenditure that are already being supported through other sources;
- International travel, including to attend conferences;
- Costs incurred prior to the date of your Letter of Offer; and
- Other expenditures that are not deemed appropriate use of public resources in accordance with Section 4.3 of the Code of Conduct for the Queensland Public Service (e.g., purchase of alcohol).

How is funding disbursed?

Grantees must use the funding amount awarded for the approved grant activities over the duration of the project of up to one year (12-months), otherwise specified in the Letter of Offer. Grant monies are awarded in three separate payments as per the schedule outlined in the Letter of Offer template, and below:

Release 1: 50% of the total amount of funds awarded are released upon the Grant Agreement being finalised.

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 Activity, or as otherwise set out in the Grant Schedule within the Grant Agreement.

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 Activity, or as otherwise set out in the Grant Schedule.

What happens if the project runs under budget?

Unless otherwise agreed in writing between TAFE Queensland and the Grantee, any unexpended funds remaining at the conclusion of the funding period which exceed budget contingencies of 10%, may be recovered by TAFE Queensland.

What expenses can be covered under the grant?

See [What types of research activities are eligible for funding?](#)

What expenses can NOT be covered under the grant?

See [What types of research activities are eligible for funding?](#)

Transparency and probity

What measures are in place to ensure fairness in the grant process?

A multi-stage assessment process will be conducted by the Selection Advisory Committee, comprising representatives from universities, industry, government, and TAFE. This process is designed to ensure each proposal is evaluated for its relevance, impact, feasibility, and alignment with Grant objectives. Applications will be assessed against the established criteria outlined in the Grants Opportunity Guidelines accessible via <https://tafeqld.edu.au/tce-grants>. Additional information is also available in the section: [Assessment Criteria](#)

How does the Centre manage conflicts of interest?

TAFE Centres of Excellence are committed to upholding the integrity and impartiality of its Grants processes by ensuring that any actual, perceived, or potential conflicts of interest are promptly identified, declared, appropriately managed, and documented in a transparent and accountable manner, in accordance with the public interest. All internal and external stakeholders involved in the application, review, or assessment of Grants are required to declare any conflicts of interest at the commencement of their involvement in the process. Members of the Steering Committee and Sub-Committees must also declare any conflicts of interest prior to each meeting. All declared conflicts are formally recorded, and appropriate mitigation measures are implemented, which may include the exclusion of the relevant individual(s) from deliberations or decisions relating to the matter in question.

Intellectual property (IP)

Which entity will own the Grant Activity 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.

Due to the nature of the Funding Agreement for the Centre of Excellence Health Care and Support, the intellectual property requirements outlined in this FAQ document, the Opportunity Guidelines, and the Letter of Offer template are fixed and non-negotiable by the funding provider.

Which entity will own the Background IP?

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

What are the IP implications for partnership applications?

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

Please view the Letter of Offer template included in the [Essential Support Documents Pack](#) for more information.

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 Health Care and Support, 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.

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

Please view the Letter of Offer template included in the [Essential Support Documents Pack](#) for more information.

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.

Aboriginal Community-Controlled Health Organisations (ACCHOs) – is community-run primary healthcare services that provides comprehensive, culturally informed care for Aboriginal and Torres Strait Islander peoples.

Aboriginal Community-Controlled Registered Training Organisations (ACCRTOs) – is a Registered Training Organisation that is owned, governed, and operated by Aboriginal and/or Torres Strait Islander people and is connected to the communities it serves.

Accessible models of education and training delivery – prioritise flexibility and inclusivity, ensuring that learners with diverse needs can participate and succeed.

Allied Health – a range of diagnostic, therapeutic, preventive, and rehabilitative services, most commonly including the fields of physical therapy, occupational therapy, speech-language therapy, and radiology.

Allied Health Assistants - Allied health assistants are trained in VET settings and typically work under the supervision of allied professionals. Allied health assistants provide support to clients but are not trained to assess or diagnose.

Allied Health Professionals – Allied health professionals are highly trained in specialised allied health fields and often registered with professional bodies.

Application Form – document provided by the Grant maker that applicants use to apply for funding under the program.

Application Portal (Portal) – Online portal made available for grantees to submit applications for a grant round. The Centre has partnered with SurePact to provide a Grant Management Solution.

Applied Research Grants (Grants) – are designed to support research that has practical applications and can directly benefit society. These grants often focus on solving real-world problems and advancing technology or knowledge in specific fields.

Assessment criteria – are the standards or guidelines used to evaluate and assess applications. These criteria help ensure that assessments are fair, transparent, and aligned with the Grant objectives.

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. For more information, please refer to <https://www.abr.gov.au/>.

Budget – a financial plan that outlines income and expenses over a specific period.

Conflict of Interest – occurs when an individual's personal interests clash with their professional duties or responsibilities, potentially compromising their judgment, actions, or decision-making.

Community of practice – is a group of people who share a common interest or profession and come together to learn from each other, share knowledge, and improve their skills.

Cultural responsiveness – refers to the ability to understand, respect and effectively respond to cultural backgrounds, values, and needs of individuals and communities.

Demonstrated capacity – refers to proven ability or experience in doing something effectively. Often used in applications, proposals, or evaluations to indicate that someone or an organisation has already shown they can successfully perform a task or meet certain requirements.

Demonstrated expertise – refers to proven, observable, or well documented knowledge and skill in a particular area. This can be supported by experience, achievements, or qualifications. Liter

DTET – Queensland Government Department of Trade, Employment and Training.

Digital literacy and capability – the knowledge, skills and confidence needed to use digital technologies effectively, safely, and responsibly.

Dissemination plan – will outline how the findings, results or outputs of a project will be shared with relevant stakeholders with the intent to maximise awareness, impact, and further implementation.

Eligibility criteria - the specific requirements or conditions that must be met for an individual or entity to qualify for a particular opportunity, such as a research study, grant, job, or program. These criteria help ensure that only suitable candidates are considered, which can improve the accuracy and relevance of the outcomes.

Evaluation methods – are strategies and tools used to assess the effectiveness, impact and outcomes of a project or program. These methods assist to determine if objectives have been met and may inform continuous improvement.

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 Grant Recipient/Grantee over the agreed Grant project time frame. This report is used to monitor spending, ensure budget compliance, and provide transparency in financial management.

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

Grant opportunity – refers to a specific grant round where a grant is made available to potential grantees. Grant opportunities may be open or targeted and will reflect the selection process.

Grant recipient (Grantee) – an individual, organisation, or entity that receives funds from a grantor (such as a government agency, foundation, or corporation) to support a specific project, program, or initiative. The grant is typically awarded based on the grantee's proposal and is intended to achieve certain objectives or outcomes.

Goods and Services Tax (GST) – is a value-added tax levied on most goods and services sold for domestic consumption. GST is paid by consumers, but it is remitted to the government by the businesses selling the goods and service.

Health equity – describes the commitment to ensuring that all individuals have a fair and equitable opportunity to access the highest level of health, regardless of social, economic demographic or geographic differences.

Industry peak body – is an organisation that represents the interests of a specific industry or sector. These bodies play a crucial role in advocacy, policy development, and industry standards.

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 TAFE Centres of Excellence Applied Research Grants will remain the IP of TAFE Queensland.

Leadership and management - Interrelated constructs with a shared aim of enabling the coordination, development and delivery of safe, effective and person-centred care. Leadership pertains to influence, vision, and coordination. Management is more focused on planning, organising, and monitoring service delivery. **Letter of Offer** – A Letter of Offer, as it relates to the TAFE Centres of Excellence Applied Research Grants is a formal document issued by the Centre to the successful

applicant that outlines the terms and conditions of the relationship. Once this document has been signed by both parties, it will be referred to as the Grant Agreement.

Letters of Support - Letters of support are compulsory supporting documents which must be submitted with a grant application for it be considered eligible. Letters of support should demonstrate how the grant activity will be delivered in partnership. There must be a 'lead organisation' who submits the application for grant funding, with all other members of the proposed partnership to be identified in a letter of support. Please refer to the opportunity guidelines and letter of support template for more detail on what needs to be included.

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.

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

Mentoring - a voluntary, relational and developmental partnership in which a more experienced worker provides guidance, support and knowledge-sharing to support reflective practice, professional identity formation, wellbeing, and career navigation.

Methodological rigor – refers to the degree to which research or evaluation methods are carefully planned, consistently applied, and thoroughly executed to ensure the validity, reliability, and credibility of the results.

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

Milestone report – is a document that provides a snapshot of a project's progress at key points. It helps track significant achievements and ensures that the project stays on course.

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](#).

Non-compliant expenditure – refers to spending that does not adhere to established rules, regulations, or guidelines.

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. Partnerships include all organisations or groups involved in the delivery of the proposed research project.

Place-based challenges – focusing on specific geographic areas, rather than broad populations, to tackle complex issues (disadvantage, social and/or environmental).

Principal Investigator (PI) – The Principal Investigator is responsible for ensuring the proposed project is conducted in accordance with the project details, project budget and in line with the timeframe associated with the application.

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

Problem statement – is a clear, concise description of an issue that needs to be addressed. It identifies the gap between current state and the desired outcome.

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.

Research ethics – research ethics are a set of principles that guide the conduct of research to ensure it is carried out responsibly and ethically. These principles help protect the rights, dignity, and welfare of research participants, as well as the integrity of the research process itself.

Risk Management Plan – a structured document that outlines how an organisation or project team will identify, assess, manage, and monitor risks. Please refer to the Applied Research Grants Risk Management Plan via <https://tafeqld.edu.au/tce-grants> for more information.

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

Selection Advisory Committee – the Selection Advisory Committee consists of representatives with appropriate policy and program and/or delivery knowledge review to assess applications and provide advice and recommendations to the delegate on who to fund and not fund.

Selection process – the steps taken to select the most suitable application from a pool of applicants.

Skills gaps – the difference between the skills that employers need or expect from their employees and the skills that the current workforce possesses. This gap can occur in various industries and can impact productivity, innovation, and overall business performance.

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 – is an advisory group that provides guidance, direction, and oversight for a project or initiative.

Strengthened clinical governance – refers to enhancing the systems, structures and processes that ensure healthcare providers delivery high quality, safe and accountable care.

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.

Targeted populations – refers to specific groups of people that a project or study is designed to reach or benefit.

TCE HCS – is an acronym for the TAFE Centre of Excellence Health Care Support.

VET – is an acronym for vocational education and training.

Work readiness - the possession of skills, attributes, and competencies required to competently and safely enter and remain in the workforce achieved through ongoing learning, mentoring, and participation in supervision.

Worker wellbeing - the quality of an individual's experiences at work, including the extent to which they are able to thrive, feel valued, and perform effectively in their roles. Wellbeing challenges such as distress and burnout can arise from the emotional, relational, and systemic work demands.

Workforce pathways – are structured programs and initiatives aimed at improving workforce training, career readiness and educational access.

Work Integrated Learning (WIL) – educational programs that integrate academic learning with practical workplace experience. This approach allows students to apply theoretical knowledge in real-world settings, enhancing their skills and employability (e.g. traineeship, internship etc).

Workplace safety – policies and procedures in place to ensure the health, safety, and well-being of employees while at work.