Appendix A: Bilateral Implementation Plan – National Skills Agreement Policy Initiatives

PRELIMINARIES

1. This implementation plan is made between the Commonwealth of Australia (Commonwealth) and the State of Queensland (Queensland) under the 2024–2028 National Skills Agreement (the NSA) and should be read in conjunction with the NSA.

2. The Plan gives effect to the policy initiatives contained in the National Skills Agreement, which has been guided by the vision statement and principles endorsed by National Cabinet on 31 August 2022. It gives effect to the Parties' shared commitment to high-quality, responsive and accessible vocational education and training (VET) to boost productivity and support Australians to obtain the skills they need to prosper. The Plan will support governments to work collaboratively and purposefully towards national priorities, while preserving flexibility for States and Territories to align local skills supply with demand.

3. Once executed, this implementation plan and any updates agreed with the Commonwealth, will be appended to the NSA and will be published on the Commonwealth's Federal Financial Relations website (https://federalfinancialrelations.gov.au).

4. This implementation plan is expected to expire on 31 December 2028 (in line with the NSA), or on completion of the initiative, including final performance reporting and processing of final payments against milestones.

5. For each policy initiative, this Plan outlines the actions to be delivered, how progress will be measured and how the actions are expected to contribute to the overarching objectives of the NSA.

6. In considering bilateral Implementation Plans, the Commonwealth recognises that states are at different starting points across the different policy initiatives. Implementation plans may be updated at any time with the written agreement of the Commonwealth and the relevant State or States, including to incorporate additional policy initiatives, or additional activities under specific policy initiatives (Clause A90 refers).

7. The implementation plan does not cover the National TAFE Network initiative, as states will jointly develop a multilateral implementation plan for this initiative for agreement with the Commonwealth (Clause A122 refers).

TAFE CENTRES OF EXCELLENCE (Clause A112 to A116 of the NSA)

Queensland TAFE Centre of Excellence –Clean Energy (Batteries)

(a) Operation of TAFE Centres of Excellence (clause A112 refers).

The Queensland TAFE Centre of Excellence – Clean Energy (Batteries) (TCE CEB) will drive growth in the clean energy sector by improving and innovating training for clean energy battery technologies across Australia. The TCE CEB will:

- deliver targeted training in renewable energy storage, grid connectivity, network embedded storage at large and small scales, and electric vehicles;
- develop higher level apprenticeship and/or degree level apprenticeship pathways, including through the Certificate III Electrotechnology Electrician and the Bachelor of Engineering/Electrical Science;
- improve support to access training and workforce participation for First Nations people, culturally and linguistically diverse people and people with disability; and
- deliver training for emerging skills needs in the design, installation, operation and maintenance of renewable energy systems and batteries.

Supporting the transformation to net zero is one of the eight (8) agreed national priorities under the National Skills Agreement (NSA) (clause A.28 refers). Establishing the Queensland TAFE Centre of Excellence –Clean Energy (Batteries) will support this priority.

The Queensland Government is committed to the long-term goals of good, secure jobs and delivering better services across Queensland. Critical to achieving these goals is strategic workforce planning for the clean energy sector.

The Queensland Government is legislating key goals for the clean energy transition including reducing emissions by 75%, and 80% renewable energy generation by 2035.

The TCE CEB will build on the opportunities for advanced manufacturing identified in the Prime Minister's vision for a Future Made in Australia, with Queensland at the forefront in helping the nation grow, industrialise and decarbonise - and help Australia transition to net zero. This includes by strengthening and investing in the foundations of economic success through skilling our workers for secure jobs and creating world-leading universities and TAFEs.

The national pipeline of renewable energy infrastructure projects is driving demand for skilled workers across the country. In Queensland, the energy transformation as outlined in the *Queensland Energy and Jobs Plan* will support around 100,000 jobs by 2040, with the majority of employment opportunities in regional areas.

Australia, like Queensland, will need the right skills, in the right place at the right time, to build new clean energy infrastructure and industries. There is growing and critical unmet skilled training demand in energy storage, household energy efficiency upgrades and electric vehicles that require a qualified vocationally trained workforce.

The TCE CEB will be focused on addressing the skills pipeline to support decarbonisation and the shift to renewables. Batteries will be a key solution to storing the energy generated by wind and solar. The TCE CEB will address the challenges and promote the opportunities related to the Clean Energy – Battery industry. This includes development, manufacture and deployment (including in electric vehicles and

associated infrastructure).

The TCE CEB, will focus on innovation and collaboration, including opportunities to partner with industry including Jobs and Skills Councils, unions, universities, employers, First Nations communities, and training organisations to:

- develop new delivery and pedagogical models, including opportunities for new technology to support training across communities;
- develop and embed culturally appropriate and safe training pathways and cultural competence across the training organisation, to support successful student outcomes, translating into strong workforce outcomes across communities;
- research and develop new training products, including micro-credentials, for specific critical skills shortages where the existing workforce could be upskilled in priority areas identified in the Queensland Government's *Queensland Energy and Jobs Plan*, the C*lean Energy Workforce Roadmap*, and the *Queensland Battery Industry Strategy*; and
- develop and deliver new higher apprenticeship pathways to align with skills priorities and focus areas identified in the Queensland Government's *Queensland Energy and Jobs Plan*, the *Clean Energy Workforce Roadmap*, and the *Queensland Battery Industry Strategy*.

Queensland recognises the mutual benefits of collaboration between the VET and higher education sectors and commits the TCE CEB to developing partnerships to support and deliver on its objectives, including with universities, Jobs and Skills Councils, employers and unions. These partnerships could take different forms, and are likely to evolve over time, but could include:

- university representation in TCE CEB governance structures
- exchanging expertise and experience in the design and delivery of education and training relevant to TCE CEB governance, including higher apprenticeship pathways
- establishing credit recognition arrangements and entry pathways between VET and higher education for education and training relevant to TCE CEB governance, and/or
- facilitating joint opportunities for applied research relevant to the TCE CEB.

Queensland acknowledges that there is the potential for duplication of effort between the TCE CEB and relevant Jobs and Skills Councils (JSCs). Queensland is committed to working with the Commonwealth to maximise the collective benefit for the skills and training system through TAFE Centres of Excellence, and commits the TCE CEB to early and regular engagement with relevant JSCs on all its activities for the purposes of:

- minimising the potential for duplication of effort;
- sharing learnings on best practice and support knowledge translation; and
- partnering on projects of mutual interest where appropriate.

The TCE CEB will bridge the gap between the skills needed for current and future jobs that will support the battery industry and the qualifications that workers will need to design, install, operate and maintain renewable energy systems.

New partnerships will be required to be established with major industry and employer groups to focus on meeting the growing demand for skills that are both complimentary to current offerings and that provide innovative solutions to how skills are delivered. This includes upskilling and cross- skilling opportunities for existing workers, which includes dual trade and higher level qualifications.

TAFE Queensland has relevant expertise in working with industry to rapidly develop and deliver training and skills through national leadership of the established National Clean Energy Industry and Education Committee which was formed to develop renewables and hydrogen training strategies to prepare and transition the workforce to the clean energy sector.

Delivered projects include the development and delivery of Hydrogen Safety, Hydrogen Production and Hydrogen Automotive training.

Battery industry

As Queensland progresses toward its renewable energy target, firming and energy storage of intermittent renewable energy sources will be critical to the net zero emissions transition.[1]

This includes network embedded storage at large and small scales, and electric vehicles. The increased need and rate of use of energy storage is increasing exponentially as more renewables are generated as is the demand for renewables. In addition, these ambitious goals will include significant household electrification.

The *Queensland Battery Industry Strategy* outlines how government will work with business, industry, and research institutes to realise these opportunities and create a diverse and dynamic battery sector to support Queensland's transition to reach zero net emissions by 2050.

Over the next five years, the strategy will benefit from approximately $570 million in investment to position Queensland to be at the forefront of battery technology development and commercialisation. This work could be leveraged to support the TCE CEB focus on batteries.

As the foundations of the battery industry are established, Queensland will begin to carve out a role in the manufacture of medium duration batteries and other niche, high performing technologies as well as becoming a preferred supplier of advanced battery materials to markets located throughout Europe, North America, and Association of Southeast Asian Nations (ASEAN) countries.

Description	The TCE CEB will address the core requirements for TAFE Centres of Excellence set out in the National Skills Agreement by implementing key activities and deliverables including: i. ***Providing national leadership in the delivery of education and training*** • Establishing a steering committee that includes TAFE, relevant industry, union and government representatives to establish priorities, oversee implementation and monitor outcomes. • Improved value of VET and its contribution, raised awareness of individuals, industry and community of the opportunities it enables. • Practice and process – leverages strong community and industry/enterprise relationships to identify and deliver projects. • Developing a mechanism to share/seed knowledge and outcomes across the VET sector – Australian Apprenticeships Support Network (AASNs), Skills Assure Suppliers (SAS), schools,

[1] Refer to: Powering Queensland's battery industry | State Development and Infrastructure

	universities, industry, with opportunities for commercialisation to be in scope. • Working with the National TAFE Network once established to drive excellence in teaching and learning and best practice in clean energy skills development by TAFEs. This will be a critical collaboration for the TCE CEB, and Queensland commits to the TCE CEB operating in such a way that it: o plays a national leadership role with employers, unions, universities, Jobs and Skills Councils, and other relevant stakeholders to identify, develop and deliver education and training solutions that meet industry needs across Australia, and o partners with TAFEs and other public providers across Australia to assist them with non-financial support to build their capability and capacity to deliver clean energy related training. * Project outcomes shared across the National TAFE Network may include opportunities for secondment or an applied research placement for other jurisdictions in order to share information and knowledge. * Queensland will work collaboratively with other states and territories, operating TCEs in other sub-sectors of the clean energy sector. ii. ***Enriching students' learning experience, support industry needs and enable applied research programs*** • Programming or piloting delivery to implement and/or undertake the applied research priority. • Ensuring a focus on applied research that delivers: o Improved training product that meets industry need - outcomes could include new training products, review and update of existing product, micro- credentials or skill sets if there is a gap in the training product; o Pedagogical improvements – access and equity, and completions; and o Outcomes – meeting local and industry skills needs, innovation and response to local or industry needs, transition to employment or upskilling/reskilling for individuals. • Implementing a mechanism to receive and work on applied research proposals from local industry/ employers to be undertaken by the TCE CEB. • Developing a program to embed applied research/innovation in TAFE culture and practice over the long term and across the organisation to facilitate ongoing flexibility.

iii. ***Innovating in the delivery of tertiary education, such as development and delivery of higher apprenticeships in areas of high skills need***

- Implementing activities defined in partnership with relevant industry and employer groups.
- Investigating and scoping new qualifications and apprenticeships needed for the battery industry.

iv. Enabling organisational innovation and teaching and training excellence

- Building the industry currency of TAFE trainers and assessors through the work of the TCE CEB.
- Utilising Infrastructure to modify delivery to contemporary methods enhancing accessibility and learner outcomes.

Queensland TCE higher-level apprenticeship opportunity

As an initial priority, the TCE CEB will promote and implement higher apprenticeship pathways into the clean energy sector through the Bachelor of Engineering Technology (Advanced Manufacturing) that it is currently developing in partnership with industry.

The Bachelor of Engineering Technology (Advanced Manufacturing) course is being designed to meet the demands of the modern manufacturing landscape, where cutting-edge technologies and innovative approaches are transforming the way products are designed, produced, and delivered. This course provides students with a comprehensive understanding of advanced manufacturing techniques, processes, and systems, empowering them to become proficient engineering technologists capable of contributing to the future of manufacturing.

Students in proposed courses will gain practical knowledge, skills and experience in their chosen field. Work Integrated Learning (WIL) opportunities, such as simulation, internships, and capstone projects, will provide students the opportunity to apply the skills and knowledge they learn in the classroom to real-world problems.

The strength of this WIL integration will be achieved through collaboration with government and industry partners. As a teaching-focused institution, TAFE Queensland holds significant alumni in manufacturing and resources industry with thousands of VET graduates who have progressed to employment or further study, representing a potentially significant source of future students for this suite of graduate courses.

	The pathway will consist of a nested series of qualifications leading to a degree outcome: • Diploma of Applied Technology (year one); • Associate Degree in Applied Technologies – ADAT or Associate Degree in Applied Technologies (Advanced Manufacturing) – ADAT(AM) (year two); and • Bachelor of Engineering Technology (Advanced Manufacturing) – BEngTech (Advanced Manufacturing) (year 3). Other higher apprenticeship options to be explored, in close partnership with the renewables sector, unions, universities and partner organisations, include: • Promoting and better utilising existing dual and higher-level apprenticeship pathways, including: - Industry 4.0 higher level apprenticeship – Diploma of Applied Technologies (MEM50822); and - Dual Apprenticeship Electrician/Electronic Instrument Tradesperson, and • Scoping, developing and promoting participation in higher level apprenticeship and/or degree level apprenticeship pathways, including: - Certificate III Electrotechnology Electrician (UEE30820) and the Bachelor Degree of Engineering/Electrical Science. In addition, the TCE CEB will develop new packaged pathways into the clean energy (batteries) sector for new entrants and existing workers. These transition programs will ensure that Queensland will have the right skills, in the right place at the right time by attracting workers into the sector and transitioning workers into new or higher level jobs: • Trade Taster to Prevocational Program to Apprenticeship, Higher Level and/or Degree Level apprenticeship programs in Electrotechnology, Renewables and Automotive. • Skills Recognition and Gap Training Programs for existing energy and automotive sector workers to gain new skills and licencing in new areas of demand. • Skills Recognition and Gap Training Programs for non-energy sector workers to gain new skills and licencing in new areas of demand. The TCE CEB will partner with industry including Jobs and Skills Councils, unions, universities, employers, clean energy organisations, training organisations, and Aboriginal and Torres Strait Islander communities to undertake research to develop new pathways, training products and modes of delivery that support successful student and clean energy sector workforce outcomes.

Delivery	***Performance – Clean Energy (Batteries and EV)*** TAFE Queensland is the largest provider of electrical training in Queensland, helping to shape the skilled workforce in Queensland's dynamic energy sector. TAFE Queensland trains an impressive 74% of apprentices employed in the state's diverse energy landscape. TAFE Queensland is committed to meeting industry's need for Electrotechnology training, ensuring that over 8,100 apprentices receive the highest quality education and practical experience. Training has a strong emphasis on hands-on learning and industry-relevant curriculum. Overall, TAFE Queensland consistently achieves above the national average in National Centre for Vocational Education Research (NCVER) student satisfaction and student outcomes ratings, as well as the Australian Quality Indicator Learner Engagement and Employer Satisfaction (AQILEES) employer satisfaction rating. • Student satisfaction 89.5% • Employment and further study outcomes 86.2% • Employer satisfaction 92.1%. ***Existing partnerships – Clean Energy (Batteries and EV)*** TAFE Queensland's partnerships, collaborations, and strong links with industry networks are crucial to underpin a vibrant and contemporary Centre of Excellence. TAFE Queensland has existing partnerships with key industry players, including Foton Motors which is developing training to support Queensland's heavy automotive sector transition Zero Emission Vehicle, Queensland's energy sector through Energy Queensland, and universities such as a partnership with QUT to collaborate on education and training for renewable energy. The scope of collaboration includes: • new training programs to address skills gaps in renewable energy; • co-development of a course on battery safety; • a 'Visiting Program' to demonstrate upcoming battery technologies; and • an 'Internship Program' for hands-on experience with testing batteries and connecting to micro-grids on-site.
Expected reach and additionality	The TCE CEB has relevant industry and university partnerships and is aligned with delivery of the Energy SuperGrid and Regional Energy Zone projects with a battery and electrification focus. The TCE CEB will be statewide initiative to deliver:

	• accessibility for regional, rural, and remote students; • an increasing skills profile, particularly in the area of higher level skills; • pathways to employment, career advancement, upskilling and reskilling; • flexible and agile methods of training delivery; • collaborative partnerships with industry and employers, in both design and delivery; and • improved support to access training and workforce participation for First Nations people; culturally and linguistically diverse people and people with disability.

Amount of investment – Commonwealth	**Amount of investment – State**	**Planned start date**	**Planned end date**
$10M	$10M	1 July 2024	31 December 2028

TAFE Centres of Excellence – approach to matched funding arrangements (clause A114 refers).

Details of matched funding	Initial	2024-25	2025-26	2026-27	2027-28	2028-29	Total
Queensland contribution – new funding	$0	$3.5M	$2.0M	$1.5M	$1.5M	$1.5M	$10M

The Queensland Government will provide details of their matched funding contributions at the end of each financial year, commencing 1 July 2024 until 31 December 2028. Final payments under this implementation plan may be reduced where the total contribution by the Queensland Government over the life of the project does not align with the Commonwealth contribution.

TAFE Centres of Excellence – reporting

Queensland will report on progress with activities of the TCE CEB in March and September each year, in accordance with the *Milestones and Payments section*. Reporting will include quantitative and qualitative measures (where appropriate and relevant) broadly as follows (subject to development of operational planning and consultation):

Quantitative measures (existing data collection)

- Student participation/enrolments, including by cohort.
- Student participation/enrolment in higher level skills.

- Student participation/enrolment from rural, regional and remote localities.
- Successful completions.
- Student satisfaction results.
- Employer satisfaction.
- Number of new partnership arrangements established (industry; employer; community; sector);

Qualitative measures (survey results; case studies; pilot approaches)

- Governance structures established;
- Increased use/optimising existing TAFE footprint and/or opportunities for shared use of TAFE facilities;
- Strengthened alignment of training offerings and pathways with local labour market priorities;
- New training delivery strategies developed;
- New products and/or pathways developed and implemented;
- Increased access to training for underrepresented cohorts: students who may face additional barriers accessing VET are enrolled in VET at a rate reflective of the general population;
- Clean energy workforce – attraction and retention strategies established and/or implemented;
- New research projects established in response to industry challenges; and
- Best practice approached identified and disseminated.

The Commonwealth and Queensland will consult on the nature and content of any events, announcements, promotional activity or publicity related to the TCE CEB. In all public materials relating to the TCE CEB, Queensland will acknowledge the Commonwealth's contribution with the following statement:

> The Queensland TAFE Centre of Excellence – Clean Energy (Batteries) is a joint initiative between the Australian Government and the Queensland Governments.

TAFE Centres of Excellence – contribution to the goals of the NSA

The overarching goals of the NSA are to:

- deliver a national VET system that provides high quality, responsive and accessible education and training to boost productivity;
- support Australians to obtain the skills and capabilities they need to obtain well-paid, secure jobs; and
- ensure Australia has the skilled workforce it needs now and into the future, with TAFE at the heart of the VET sector.

The TCE CEB will focus on addressing challenges and promoting opportunities related to the delivery of training and skills in the Clean Energy sector. The TCE CEB will have a particular focus on better addressing the needs of students, as well as the industry in rural and regional communities, and provide opportunities to deliver innovative training pathways to upskill students in priority areas from VET into university qualifications.

Critically this will enable delivery of skilled workers, including from priority cohorts, into good, secure well-paid jobs for high demand clean energy occupations.

The Theory of Change principles, including the following, are addressed in the Overview and Description sections of this Implementation Plan:

- effective supports;
- effective pathways and transitions;
- relevant skills and knowledge;
- transferrable skills and knowledge;
- up-to-date courses;
- industry engaged with education and training delivery;
- high-quality RTOs;
- high-quality training and education;
- expert educators and trainers; and
- collaboration between governments and other stakeholders.

TAFE Centres of Excellence - evaluation arrangements

The TCE CEB will be guided by a steering committee that includes TAFE, relevant industry, union, other higher education representation and departmental representatives to establish priorities, oversee implementation and monitor outcomes. The steering committee leverages strong community and industry/enterprise relationships to identify and deliver projects.

At year 3 (2026-27), interim evaluation findings will be available. The evaluation strategy will examine the following objectives:

1. **Appropriateness** – the extent to which the TCE CEB is addressing the policy intent to:
   a. increase collaboration between TAFEs, through partnerships with industry and universities; and
   b. deliver the skills people need for good, secure work and careers.

   NSA deliverables for a TCE include:
   - provide national leadership in the delivery of skills, education and training;
   - bring together employers, unions, universities and other education and training providers to develop and implement real work and practical solutions to meet skills needs;
   - support industry and enrich students' learning experience through applied research and problem solving programs; innovate the delivery of tertiary education, such as the development and delivery of higher apprenticeships in areas of high skills need;
   - disseminate best practice across the National TAFE Network; and
   - enable organisational innovation and teaching and training excellence.

2. **Implementation** – the extent to which the establishment of the TCE CEB and the roll-out of activities is consistent with plans and timing. Key deliverables are to be confirmed as part of establishment and planning, but could include:
   - Develop appropriate governance structures to oversee effective implementation by 3 months (30 September 2024);
   - Develop new delivery modes – including opportunities for new technology to support training across communities by year 3 (30 June 2027);
   - Develop and embed culturally appropriate and safe training, pathways and cultural competence across the training organisation, to support successful student outcomes, translating into strong clean energy workforce outcomes across communities by year 3 (30 June 2027);
   - Research and develop new training products, including micro-credentials, for specific critical skills shortages in the clean energy sector where existing workforce could be upskilled to deliver by year 3 (30 June 2027); and

- Promote and implement higher apprenticeship pathways into the clean energy sector through the Bachelor of Engineering Technology (Advanced Manufacturing) by year 4 (30 June 2028).

3. **Effectiveness** – the extent to which activities of the TCE CEB are measurably generating the intended outcomes.
   - Refer to quantitative and qualitative measures outlined in the reporting section of this implementation plan (page 19 and 20).
   - Impact of external factors on ability to achieve the intended outcomes.

4. **Value for money** – the extent to which the establishment of the TCE CEB has produced economic and social benefits commensurate with its costs.
   - Identified economic, social and equity-related benefits, particularly for priority cohorts.
   - Cost effectiveness of the initiative/activity/project.

5. **Lessons learned** – the lessons learned during implementation**.**
   - What results were observed and were they as expected?
   - What adjustments were made during implementation?

GENERAL PROVISIONS

This section sets out considerations for implementation arrangements across all relevant Policy Initiatives under Part 6 of the NSA. States are to outline how the following apply across all relevant Policy Initiatives:

Linkages

As outlined above for each policy initiative.

Dependencies

As outlined above for each policy initiative.

Student Experience

As outlined above for each policy initiative.

Engagement arrangements

As outlined above for each policy initiative.

Reporting

The Parties will work to develop reporting arrangements on the progress of implementation, information to support public communication on policy initiatives, and deliverables/milestones.

As outlined above for each policy initiative.

MILESTONES AND PAYMENTS

2023-24 (from 1 January 2024)

The Commonwealth will make payments subject to assessing that the performance report demonstrates the relevant milestones are met. After the first payment subsequent milestone payments will be assessed and processed in the following reporting period. Performance reporting will be due by 31 March and 30 September each year (if six monthly reporting in any given year) or by 30 September each year (if annual reporting in any given year) until the cessation of this Agreement or the final milestone is processed. As part of the performance reporting, Queensland will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

2024-25

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Queensland TAFE Centre of Excellence – Clean Energy (Batteries)	MILESTONE 1: 30 September 2024 (indicative date) Commonwealth acceptance of bilateral implementation plan	Final Implementation Plan.	$1 million
	MILESTONE 2: 28 February 2025 (indicative date) Commonwealth acceptance that the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) has been successfully established demonstrated by: • Establishment of governance to oversee the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) activity with representation from TAFE	Report (or other appropriate document) signed by Queensland senior officials with responsibility for skills (Deputy Director-General or equivalent level) that outlines key activities of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) in the reporting period, that: • Outlines activities taken to date, and a forward plan for proposed future activity for the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) governance mechanism;	$0.5 million

	Queensland, the Department of Employment, Small Business and Training, Queensland Health, the university sector and other relevant government organisations; • Establishment of a strategic partnership strategy and network, which includes representation from government, industry, unions, universities, employers, First Nations communities, clean energy training organisations (not an exhaustive list) to support the delivery of project outcomes; • Early engagement with relevant Jobs and Skills Councils to mitigate duplication, identify partnership opportunities and ensure shared learnings into the future; • Identification and establishment of relevant sub-committees and working groups to progress activities/actions; and • Commence work on an applied research framework and identify initial priorities for exploration in consultation with stakeholders.	• Attaches Terms of Reference for the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) governance mechanism, cleared by key stakeholders; • Attaches a Partnership Strategy that includes stakeholder consultation and engagement approach, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities and Jobs and Skills Councils); • Attaches a workplan of activity of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) governance mechanism, and relevant Sub-Committees where applicable, until 30 June 2026 (end of year 2); and • Attaches a high-level applied research framework that identifies proposed priorities for exploration.	
	MILESTONE 3: 30 June 2025 (indicative date)	Research strategy signed by Queensland senior officials with responsibility for skills that outlines key activities of the	$2 million

	Commonwealth acceptance of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) research and engagement strategy for the delivery of innovative training practice and for the delivery of culturally appropriate and safe training options, that includes: • Establishment of the Innovative Clean Energy Batteries Training Practices Sub-Committee and the Cultural Practices Clean Energy Batteries Sub-Committee to drive activity and strategic stakeholder engagement in line with the Partnership Strategy; • Identification of an approach for the two Sub-Committees to deliver draft options for new delivery modes, including opportunities for new technology to support training across communities; • Commencement of skills gap mapping for a new apprenticeship pathway in advanced engineering based on the Battery Industry Strategy commitments in consultation with relevant Jobs and Skills Councils (Powering Skills Organisation primarily) and other key stakeholders such as relevant	Innovative Clean Energy Batteries Training Practices Sub-Committee and the Cultural Practices Clean Energy Batteries Sub-Committee including: • governance of the work through the establishment of the Innovative Clean Energy Batteries Training Practices Sub-Committee and the Cultural Practices Clean Energy Batteries Sub-Committee under the remit of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) Steering Committee; • outlines activities taken to date, and a forward plan for proposed future activity outline of the two Sub-Committees; and • stakeholder engagement activities, including for commencement of mapping skills gaps for new apprenticeship pathways, and commencement of research on culturally appropriate and safe training options.	

	employers, unions, universities, governments, Jobs and Skills Councils, other TAFE Centres of Excellence and other training providers that are responding to the same national priority under the NSA; and • Commencement of quantitative and qualitative research on culturally appropriate and safe training options.		

2025-26

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Queensland TAFE Centre of Excellence – Clean Energy (Batteries)	MILESTONE 4: 30 June 2026 (indicative date) Commonwealth acceptance of ongoing strategic engagement using existing and new channels where appropriate to build and expand partnerships, identify emerging opportunities and issues, progress deliverables, and proactively share learnings, as demonstrated by: • Delivery on the Partnership Strategy including work with the strategic partnership network through effective communication channels such as communication	Progress report (or other appropriate document) signed by Queensland senior officials with responsibility for skills that: • details progress against agreed deliverables and next steps; • details stakeholder engagement in line with the Partnership Strategy; • identifies potential projects as raised by strategic partners and stakeholders; • outlines existing and new opportunities to share findings and products; and • attaches a workplan of activity of the Queensland TAFE Centre of	$0.5 million

	portal, webinars, workshops, events, meetings and site visits (not an exhaustive list), on potential and developing projects, for example: o Explore development of a national TAFE community of practice to share findings and products relating to the clean energy (batteries) sector. o Commence development of an advanced manufacturing apprenticeship proof of concept for consultation.	Excellence – Clean Energy (Batteries) governance mechanism, and relevant Sub-Committees where applicable, until 30 June 2027 (end of year 3).	
	MILESTONE 5: 30 June 2026 (indicative date) Commonwealth acceptance of progress on the development of options for enhanced delivery modes, innovative curriculum and training products, and higher level apprenticeship, as demonstrated by identification of options for enhanced delivery modes based on research, consultation conducted and input from the strategic partnership	Report (or other appropriate document), as per above, signed by Queensland senior officials with responsibility for skills that details: • agreed specific projects and pilots to road test enhanced delivery modes and products; • timelines for place-based projects; and • Proof of concept for an advanced manufacturing apprenticeship degree equivalent, as endorsed by	$1.50 million

	network and informed by: • specific projects and pilots identified to road test enhanced delivery modes and products, including micro-credentials, for specific critical skills shortages in the battery industry where existing workforce could be upskilled to deliver by year 3 (30 June 2027); and • delivery of place-based responses to local workforce issues.	the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) Steering Committee.	

2026-27

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Queensland TAFE Centre of Excellence – Clean Energy (Batteries)	MILESTONE 6: 30 June 2027 (indicative date) Commonwealth acceptance of ongoing strategic engagement using existing and new channels where appropriate to build and expand partnerships, identify emerging opportunities and issues, progress deliverables, and proactively share learnings, as demonstrated by: • Delivery on the Partnership Strategy including work with the strategic partnership network through effective communication	Report (or other appropriate document) signed by Queensland senior officials with responsibility for skills that: • details progress against agreed deliverables; • details stakeholder engagement in line with the Partnership Strategy; • identifies potential projects as raised by strategic partners and stakeholders; • details existing and new opportunities to share findings and products;	$0.25 million

	channels such as communication portal, webinars, workshops, events, meetings and site visits (not an exhaustive list), on potential and developing projects. for example: • development, where applicable, of a national TAFE community of practice to share findings and products relating to the clean energy (batteries) sector; and • explore and pilot opportunity to offer secondment or applied research placement on specific projects across the National TAFE Network. •	• attaches a workplan of activity of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) Steering Committee, and relevant Sub-Committees where applicable, until 30 June 2028 (end of year 4); and • attaches pilot project documentation to release and commence the pilot of secondment or applied research placement, as agreed by the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) governance mechanism.	
	MILESTONE 7: 30 June 2027 (indicative date) Commonwealth acceptance that Queensland has: • established sound parameters to meet industry needs for the piloting of enhanced delivery modes and training products within the context of the clean energy sector project; and • released enhanced delivery modes including culturally appropriate and safe training, and new training	Pilot project documentation to release and commence the pilots as agreed by the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) governance mechanism, including: • Parameters for the pilot approach established, as agreed by the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) Steering Committee, including: o targets, timeframes and objectives; o approach for release of pilot – targeted	$1.25 million

	products: ongoing development of higher level apprenticeship.	stakeholders, broader approach (local or state); o resources and instructions for pilot and mechanisms for feedback; and o risk mitigation strategies and actions to resolve challenges and issues arising during pilot phase. • Report commencement following pilot delivery. • Continued development of higher level apprenticeship following proof of concept agreement	

2027-28

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Queensland TAFE Centre of Excellence – Clean Energy (Batteries)	MILESTONE 8: 30 June 2028 (indicative date) Commonwealth acceptance of ongoing strategic engagement using existing and new channels where appropriate to build and expand partnerships, identify emerging opportunities and issues, progress deliverables, and proactively	Report (or other appropriate document) signed by Queensland senior officials with responsibility for skills that: • details progress against agreed deliverables; • details stakeholder engagement in line with the Partnership Strategy;	$0.25 million

	share learnings, as demonstrated by: • Delivery on the Partnership Strategy including work with the strategic partnership network through effective communication channels such as communication portal, webinars, workshops, events, meetings and site visits (not an exhaustive list), on potential and developing projects • Development, where applicable, of a national TAFE community of practice to further share findings and products relating to the clean energy (batteries) sector. • Initiate exploration of options to ensure ongoing legacy from inputs, outputs and outcomes from the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) Steering Committee.	• identifies potential projects as raised by strategic partners and stakeholders; • details existing and new opportunities to share findings and products; • attaches a workplan of activity of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) Steering Committee, and relevant Sub-Committees where applicable, until 31 December 2028 (end of year 5); and • Final report from governance mechanism and future workplan outlining potential work to leverage off inputs, outputs and outcomes of the TAFE Centre of Excellence – Clean Energy (Batteries).	
	MILESTONE 9: 30 June 2028 (indicative date) Commonwealth acceptance of the commencement of pilots of enhanced delivery modes, innovative curriculum and training products developed through the Queensland TAFE Centre of Excellence – Clean Energy (Batteries), as	Pilot project documentation to commence the pilots, as agreed by the Queensland TAFE Centre of Excellence – Clean Energy (Batteries) governance mechanism. Documentation to include: • details of implementation and agreed approach; • details of the evaluation process; • documentation of best-practice	$1.25 million

	demonstrated by: • implementing agreed approach and conduct pilot; • commencing an evaluation through quantitative data analysis of outcomes and qualitative analysis of student and sector impact/uptake. • identifying and documenting best-practice that can potentially be implemented through the National TAFE Network and by local communities; • identifying and documenting how applied research capability can be embedded in TAFE Queensland and through the National TAFE Network.	that could be shared through the National TAFE Network; • documentation of how applied research capability could be utilised across the National TAFE Network.	

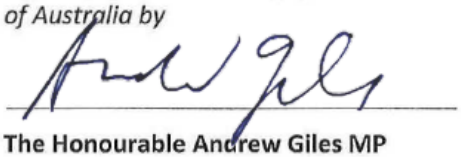
2028-29

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Queensland TAFE Centre of Excellence – Clean Energy (Batteries)	MILESTONE 10: 31 December 2028 (indicative date). Commonwealth acceptance of the final report detailing the embedded strategic engagement to build and expand partnerships, identify emerging opportunities and issues, progress deliverables, proactively share learnings,	Report (or other appropriate document) signed by Queensland senior officials with responsibility for skills that: • details outcomes against agreed deliverables; • details stakeholder engagement in line with Partnership Strategy	$0.5 million

	and to support ongoing legacy from the TCE CEB, as demonstrated by: • delivery on the Partnership Strategy including work with the strategic partnership network through effective communication channels such as communication portal, webinars, workshops, events, meetings and site visits (not an exhaustive list), on potential and developing projects • development, where applicable, of a national TAFE community of practice to further share findings and products relating to the clean energy (batteries) sector; and • implement strategies to embed ongoing capability beyond the life of the Queensland TAFE Centre of Excellence – Clean Energy (Batteries).	• details existing and new opportunities to share findings and products; and • details approaches to ensure ongoing legacy from inputs, outputs and outcomes from the Queensland TAFE Centre of Excellence – Clean Energy (Batteries).	
	MILESTONE 11: 31 December 2028 (indicative date). Commonwealth acceptance of the final pilot evaluation report detailing findings, outcomes and recommendations from the pilots.	Final pilot evaluation report detailing findings, outcomes and recommendations.	$1 million

The Parties have confirmed their commitment to this implementation plan as follows:

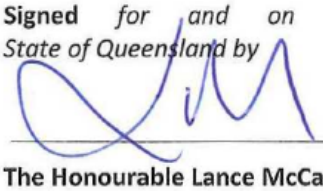
Signed *for and on behalf of the Commonwealth of Australia by*



The Honourable Andrew Giles MP

Minister for Skills and Training

Signed *for and on behalf of the State of Queensland by*



The Honourable Lance McCallum MP

Minister for Training and Skills Development