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

PRELIMINARIES

1. This implementation plan (Plan) is made between the Commonwealth of Australia (Commonwealth) and the Australian Capital Territory (the ACT) 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).

0. 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.

4. 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.

5. 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).

6. 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)

Electric Vehicle Centre of Excellence

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

The Canberra Institute of Technology (CIT) Electric Vehicle Centre of Excellence (EV COE) is aligned to the net zero transformation national priority. Transport is a key aspect of the net zero transformation, with emissions from the transport sector comprising 19 per cent of Australia's emissions in 2022. Increasing the uptake of EVs is a key strategy to advancing Australia's net zero transformation and achieving the Australian Government's net zero emissions by 2050 target. The National Electric Vehicle Strategy underscores the national significance of the EV industry in Australia, and the value and opportunities of a fuel efficiency standard, EV integration with the electricity grid, battery repurposing and recycling, infrastructure planning, building design and automotive services training.

Skilled trades technicians and professionals underpin Australia's ability to advance the EV transformation. The Australian Government's 2022 Employment White Paper identifies the need for an increasingly highly skilled labour force, equipped with the right tools and technology, to meet the needs of and maximise opportunities arising from the net zero transformation.

Jobs and Skills Australia's Clean Energy Capacity Study also underscores the opportunity for education and industry sectors to contribute to decarbonising the transport sector, through delivering the skills uplift and advancements required to support growth of the EV industry. Demand for skilled EV technicians will increase, as will the demand for a workforce to service both internal combustion and electric vehicle types.

Locally developed and manufactured technologies are also recognised as playing a critical role in Australia's transformation into a renewable energy superpower and building the nation's sovereign industrial capability. The recent establishment of the Powering Australia Industry Growth Centre and the National Reconstruction Fund, which includes transport, renewables and low emissions technologies manufacturing as priority areas, exemplify the national importance of this. As the Australian Government seeks to build the nation's sovereign capability in manufacturing to support local jobs, the national economy, and to create training and apprenticeship opportunities, it is essential the right training and qualifications are developed to build this future workforce.

The ACT is a national leader in the net zero transformation, with a legislated target to achieve net zero emissions by 2045. Building on its knowledge capabilities, and significant advantages as the home of some of Australia's leading research and scientific institutions, the ACT is responding to the net zero transformation as an economic opportunity to attract innovative new enterprises and high-value jobs. The net zero future is one of three missions in Canberra Switched On: ACT's Economic Development Priorities 2022-25 and the development of the renewables industry is a key theme in Skilled to Succeed: Skills and workforce agenda for the ACT. The ACT is serious about investing in the renewables industry workforce. As part of the 2023-24 Budget Review the government has allocated funding to scope the design of a Future Energy Skills Hub at the CIT Fyshwick campus.

In 2022, the ACT Government released the Zero Emissions Vehicle Strategy 2022 – 30, which aims for 80 to 90 per cent of new vehicle sales to be zero emission vehicles (ZEVs) by 2030, in addition to expanding the EV charging network, and supporting sales, servicing, research and innovation. The ACT's leadership has led to innovative partnerships, such as the partnership with Eku Energy to deliver the Big Canberra Battery – a 250-megawatt battery energy storage system that will provide renewable

energy security across the electricity grid. An EV COE would leverage the ACT's reputation, established relationships and keen industry appetite across the sector.

CIT, as the ACT's premier provider of vocational education and training, is optimally placed to establish an EV COE, given its nation-leading work in EV training, and existing collaborations and partnerships with industry and educational institutions. CIT's nation-leading experience provides a strong opportunity to scale EV training across the nation.

The national significance of the net zero transformation, particularly in relation to EVs, the ACT's achievements and continued ambitions, and CIT's leadership in delivering EV training and working with industry, provides a strong strategic basis to establish a nationally networked EV COE at CIT.

The EV COE will play a significant role in supporting growth in the emerging EV industry both in light and heavy vehicles. This will be achieved through increasing capacity to deliver high-quality and innovative training. We will grow the number of skilled workers required to service light and heavy EVs, which will support increased capability to deliver EV training across Australia, increasing participation and upskilling of priority cohorts and supporting development of higher apprenticeship pathways to address qualification gaps and grow the skilled net zero workforce. Influential partnerships with industry and education providers will result in excellence outcomes for students and employers, innovation through applied research and professional development opportunities for educators, linked through the National TAFE Network. The EV COE will support delivery of training to the existing workforce and support their skills transition while supporting future entry level workers in the industry and upskilling TAFE educators to be able to deliver training across the nation.

The EV COE will focus on a range of electric vehicle types and associated training, including battery electric vehicles (BEV), hybrid electric vehicles (HEV), plug in hybrid electric vehicles (PHEV) and heavy hydrogen fuel cell electric vehicles (FCEV). Training will be delivered in both light and heavy electric vehicles, including plant machinery and auto electricians, and venture into associated training such as safety training for workers in occupations that access electric vehicle batteries and charging installation training. Exploration of the emerging skills needs in vehicle to grid, grid optimisation, smart home technology, battery repurposing and recycling, and retrofitting vehicles will define further training requirements and program development in the broader EV industry. To address the pipeline of workers needed to support expansion of future energy industries, CIT will establish a program in schools focused on attracting workers into male-dominated future energy trades, with a particular focus on female participation. Additional funds of $3.2million have been approved under the TAFE Technology Fund to purchase EV resources and existing EV lab upgrades, which will provide further funding to expand the capability of the EV COE and ensure the automotive workshop upgrades are fit-for-purpose.

CIT will collaborate with the relevant Jobs and Skills Councils and have an established strong relationship with AUSMASA to establish and deliver the EV COE. CIT will continue to collaborate to ensure there is no duplication of effort between JSC functions and the EV COE. Complementing the JSCs' broad industry and national workforce planning, the EV COE will implement pilot programs, and provide a more focused lens on the area of EV and work on the ground. Where AUSMASA recommend priority cohorts' participation could be increased, CIT will collaborate with local community organisations to provide increased wrap around services and, with local industry, to provide work placement opportunities. Where the JSCs identify qualification and recognition of prior learning pathways, the EV COE will work to establish the teaching and learning pedagogy to address skills needs. Pilot program learnings will be disseminated nationally to provide proof of concept for the National TAFE network.

The table below outlines planned activities for the EV COE under a base case scenario (implementation plan) and an accelerated scenario, should Turbocharge funding be approved (indicative development path Attachment refers).

Activity	Description	(Base case) Timeframe	Turbocharge timeframe
Implementation plan signed by the Commonwealth	Implementation Plan agreed by both parties.	May 2024	
Project charter and governance	Governance and detailed project plan agreed by CIT and ACT Government.	August 2024	
Stakeholder engagement strategy	A stakeholder engagement strategy will outline proposed engagement activities to identify potential strategic partnerships. Industry engagement will prioritise the EV industry nationally and internationally, however, will also include local dealers, universities and EV-related organisations.	August 2024	
Establish an EV training national working group through TAFE Directors Australia (TDA)	To disseminate information through the existing TDA network, followed by the National TAFE Network once established. CIT will chair the EV Training working group.	November 2024	September 2024
Cost analysis, consultation and design planning for the physical CoE learning resources and facilities.	Pre-planning cost estimate and consultation ready for contract procurement. Investigation of retrofitting options existing workshop to allow for heavy vehicle access to the automotive workshop, improve accessibility and safety, increase training capability for EV workforce, provide industry demonstration space.	September 2024	July 2024
Upskill EV Educators across Australia	Professional development opportunities for TAFE EV Educators nationally. Includes units from the Certificate III in Automotive Electric Vehicle Technology AUR32721), Battery Electric Vehicle Inspection and Servicing Skill Set (AURSS00064), and Depower and Reinitialise Battery Electric Vehicles skill set.	September 2024	July 2024
Skills and occupations mapping project	Partner with Australian Mining and Automotive Skills Alliance (AUSMASA) to undertake skills mapping project specifically for electric vehicle occupations. Explore parallel work with related JSC's including Powering Skills Organisation and Public Skills Australia.	December 2024	September 2024
Feasibility study for Future Energy Skills Hub	Functional brief completed for Future Energy Skills Hub at Fyshwick. Integrating EV COE as stage 1.	January 2025	

Significant partnership development and applied research activity	With industry, peak bodies and tertiary education institutions to build the EV COE as a nation leading information and resource hub. To progress applied research opportunities in EV and related fields.	January 2025	September 2024
Design and delivery of EV Industry safety training	In consultation and collaboration with key stakeholders and industry.	April 2025	January 2025
Commence applied research program	Establish an applied research program to provide for collaborative research opportunities to address priority areas within the EV industry	April 2025	Jan 2025
Commence rollout of EV Training Regional Roadshow	To upskill EV technicians in regional and remote areas in battery safety and servicing skill set. Turbocharging to support quicker initialisation and expanded region of delivery.	June 2025	March 2025
Upskill existing workers recognition of prior learning (RPL) project	Create RPL suite to upskill existing workers in the full qualification AUR323721 Certificate III in Automotive Electric Vehicle Technology.	June 2025	May 2025
Priority cohorts' pilot	First Nations People and Women in Trades in particular, pilot programs leveraging local industry work placement and community groups for wrap around support	October 2025	October 2025 (expanded)
Design of first suite of new training programs	Training programs designed to meet occupational skills needs gaps identified as part of the skills and occupational mapping project and stakeholder consultation. Will include learning resources and lesson planning for current qualifications as well as potential non-accredited training to fill urgent skill gaps or as pilot programs. CIT will partner with AUSMASA and relevant JSCs to develop any non-accredited training into accredited units of competency where appropriate.	November 2025	July 2025
Schools engagement program and training product development	Establish program to change the culture of choosing VET programs in schools. Develop accredited products with a focus on female participation in future energy courses, including EV focused trades.	January 2026	
Completion of workshop retrofit to ensure fit-for purpose	Retrofit of existing workshop completed to allow for heavy vehicle access to the automotive workshop, improve accessibility and safety, increase training capability for EV workforce, provide industry demonstration space.	Q1 2026	Q4 2025

Implement dual-qualified trade apprentices program	Develop dual-qualified automotive trade apprentices program, including light and heavy EV technician and automotive electrician. Work will include collaboration with ACT Government, JSCs and relevant unions to address employment arrangements for dual apprenticeships.	January 2027	January 2026
Commence delivery of new higher apprenticeship qualification	Qualification/s designed to meet occupational skills needs gaps identified as part of the skills and occupational mapping project. May be in [V or related fields.	January 2027	January 2026

Description	***States to describe how the TAFE Centre of Excellence will:*** ***As per A115(b):*** ***provide national leadership in the delivery of education and training.*** CIT is a national leader in the development and delivery of EV training. While other RTOs have recently approved scope to deliver, CIT is the only RTO currently delivering the full Certificate III in Automotive Electric Vehicle Technology (AUR32721). CIT has developed the training in collaboration with industry and AUSMASA and has led implementation of the delivery of electric vehicle training within TAFE, with advice and support to Educators in learning resources, delivery methods and appropriate tooling. CIT is leading the way with EV technical and safety training to support EV industry growth and uptake across Australia. CIT has worked in collaboration with Tesla Motor Company to deliver an innovative flexible delivery model for all Tesla EV apprentices Australia-wide, with specific training in Tesla technology interwoven with the formal training. CIT has also commenced the very first Certificate III cohort in 2023, developing the training in partnership with multiple original equipment manufacturers (OEMs) to ensure students are skilled in a large range of vehicle types and makes. Currently training with Tesla is fee for service for students from jurisdictions outside of ACT and NSW due to the complexity of interstate funding agreements and lack of training availability in other states and territories. As other training providers start to deliver apprenticeship training, Tesla may choose to de-centralise their training. As the leading RTO in EV training, the EV COE will focus on providing opportunities for Educators nationally to upskill to increase their training capability within their home state. This will increase capability to develop the electric vehicle technician skill base across Australia. This work will be advanced through the National TAFE Network and TAFE Directors Australia (TDA). To demonstrate strong engagement and facilitate the exchange of ideas, strategies and lessons learned across the National TAFE

	Network, CIT will work with TDA to establish and chair a national network of leaders responsible for EV training delivery. Once established CIT will lead this EV training network with support from TDA. This network will be vital to sharing excellence and innovation in teaching and learning, including delivery models, development of curriculum, and learning resources where appropriate. It will be a place where industry can have a one stop shop to access expertise across the Australian TAFE network as well as learn from the measures implemented under the EV COE. Consistency across TAFEs allows for collaboration in development and quality assurance processes in teaching and assessment materials to provide students with improved job prospects and training aligned to current industry standards. CIT will also continue to leverage TDAs other engagement platforms, such as the Clean Energy and Education networks, to disseminate shared learnings between networks. National partnerships will also be sought with other Centres of Excellence responding to the net zero transformation national priority to share information and learnings, including TAFE Western Australia. Additionally, the EV COE will seek to develop nation-leading training in response to emerging industry and skills needs, in areas such as safety training for a range of occupations with EV touch points, heavy hydrogen-electric vehicles, retrofitting of vehicles, battery repurposing and charging installation. The EV COE will have the capability to design and deliver accredited and non-accredited training, in full qualifications and micro credentials including skill sets. Stakeholder engagement and skills and occupational mapping will identify gaps which may be filled by current training package products, or where CIT will design bespoke training solutions to fill a gap in the short or long term while the Jobs and Skills Councils review the relevant training packages and develop accredited skill sets and qualifications Evaluation of skills gaps will be undertaken with Industry partners to determine training needs, delivery methodology, and subsequent approach to accreditation of skill sets and qualifications through the JSC and/or ASQA. The EV COE will work with AUSMASA to develop a dual qualification trade apprenticeship program for automotive technicians in both internal combustion engines (ICE) and EV types, as well as light and heavy EV technician and automotive electrician. This would involve industry consultation to map the qualifications and result in a shortened duration to achieve both qualifications. Exploration would also occur with Skills Canberra (the ACT State Training Authority) to support acquisition of two qualifications under one apprenticeship. Building on the existing suite of qualifications and skill sets delivered by CIT, at a minimum the EV COE intends to design and deliver the following additional products: - Skill set to upskill existing Automotive technicians in EV units of competency

	- A Recognition of prior learning package (RPL) to upgrade existing technicians into the new full EV qualifications - A dual apprenticeship pathway for both ICE and EV technology in both automotive technology and automotive electrical technology - A dual-qualification apprenticeship pathway for light and heavy EV technicians and automotive electrical technicians. - EV approach and safety training contextualised for workers in the automotive smash repair industry. - Micro credential in charging installation training. - Accredited training and schools engagement program to encourage the uptake of VET courses and develop the pipeline of workers into the automotive EV trade, with a focus on women. Training products will include learning resources, delivery methodology, and lesson plans to be developed and shared within the TDA EV training working group and the National TAFE Network. The EV COE will explore further training program design and development opportunities with the JSCs, industry, peak bodies, and the TDA EV training working group. This will be delivered as part of the initial stakeholder engagement strategy and the skills mapping exercise undertaken in collaboration with AUSMASA and other JSCs. As the industry leader in EV training, CIT and AUSMASA have agreed to work together on EV COE projects to support growth in the emerging EV industry, letter of support is attached. CIT is committed to partner with and support the functions of AUSMASA, Public Skills Australia and Powering Skills Organisation, using the significant body of knowledge and capability evident in CIT's nation leading electric vehicle lab, and existing industry partnerships and strong relationships already developed in this emerging industry. The EV COE will engage with the relevant JSCs and coordinate EV COE activities to manage the risk of duplication of effort with the JSCs functions. With delivery of the Certificate III in Automotive Electric Vehicle Technology (light vehicles) already underway, the EV Coe will expand the capacity of this nation leading EV lab and establish heavy electric vehicle training. A portion of the CoE funding will be used to retrofit the current automotive workshop adjacent to the EV training lab with a focus on safety, student engagement, equity and inclusion and to ensure the CoE is fit for purpose. The retrofitted design will incorporate contemporary building safety features necessary for safe battery handling and storage, as well as chemical, fire and re-ignition minimisation. The floor space will be reconfigured to improve accessibility to support greater diversity in training and leverage stakeholder partnerships by repurposing existing facilities for a training and industry demonstration space. The retrofit of the current automotive workshop will allow the CoE to increase student capacity for a larger number of EV technicians to enter the workforce and allow the delivery of vital heavy electric vehicle and

	plant machinery training to increase productivity in local industry. Learnings from the new heavy vehicle training will be shared through the TDA [V training working group and the subsequent National TAFE Network. The fit-for-purpose space will provide opportunities for students, industry, and academia to come together in applied research projects, as well as opportunities to develop curriculum in collaboration with Industry to meet emerging skills needs. An initial planning and cost analysis will be undertaken early in the project to confirm the budget required for the automotive workshop upgrades and availability of remaining funds for [V simulators and vehicles. The current EV Training Lab provides a limited range of educational resources, including simulators and tools to support student learning. Given the retrofit works will increase student capacity and training capability, it will be essential to acquire additional resources to support student learning. Such resources include auto electrical simulators, battery diagnosis simulators, hydrogen simulators, light and heavy EVs and components, EV charging stations, hydrogen vehicle and components and vehicle hoists. Auto electrical simulators and battery diagnosis simulators will also be used to deliver the regional training roadshow described on page 12. Due to the emerging nature of the EV industry, educational resources are expensive and the technology changes quickly, so older vehicles very soon become obsolete and inadequate to meet the training requirements. The additional TAFE Technology Fund allocation will purchase heavy EV simulators and two initial heavy vehicles for CIT to expand current capability into heavy [V training. As part of the delivery of the stakeholder engagement strategy, effort will be put towards seeking in-kind contribution, specifically in light and heavy [Vs and components. Where this is not possible, funding will be allocated to acquire a minimum number of these educational resources to be able to deliver required training. ***Enrich students' learning experience, support industry needs and enable applied research programs.*** CIT has well-developed connections with a range of OEMs and will strengthen these in addition to establishing significant partnerships with other stakeholders. A list of stakeholders, both those with existing relationships with CIT and new stakeholders that will be sought, is at Attachment 1. These partnerships will enable CIT to deliver excellence in student learning, educator professional development, innovation and applied research, and curriculum development. Partnerships with industry will bring cutting edge technology and new work skills directly into the training delivered at CIT and provide students with opportunities to develop skills outside of their

	individual OEM apprenticeship training. CIT developed the Certificate III in Automotive Electric Vehicle Technology alongside Tesla and other OEMs, enabling educators to develop industry knowledge and capability to deliver future-focused skills through hands-on learning with new components and vehicles. CIT will seek partnerships with other OEMs including heavy vehicle manufacturers and local agencies such as Transport Canberra (TCCS) and ACT Emergency Services Agency (ACT ESA), to provide industry current resources, knowledge, and components to enrich student learning and develop heavy vehicle, plant machinery and EV related training programs. Additional partnerships with industry and higher education providers will enhance CIT's capacity to develop cross-institutional communities of practice and professional learning opportunities. CIT will disseminate information on new curriculum and training models through the National TAFE Network, TDA EV training working group and provide opportunities to upskill educators around Australia. CIT intends to partner with and support the Australian Mining and Automotive Skills Alliance (AUSMASA) Jobs and Skills Council to deliver skills and occupations mapping analysis to explore future automotive industry occupations and emerging skills needs. This exercise will support industry and the future workforce pipeline by developing personas for each job outcome, including training needs for skill sets and full qualifications, and upskilling for existing workers in the automotive industry. Parallel work will be explored with other Jobs and Skills Councils including Public Skills Australia and Powering Skills Organisation to investigate synergies between occupations with touch points in the EV industry and resulting skills gaps. This work will assist in identifying opportunities in the emerging EV industry as well as addressing existing barriers to training entry. This detailed evidence will likely be informative to support the development of pilot programs to support the participation of priority cohorts, as well as the establishment of the future energy trades in schools program. Development of a schools program will aim to change the culture of choosing VET courses and promote future energy trades. Through initial stakeholder engagement, we have heard that workforce culture remains a barrier to women moving into these trades. Participation of female students will be a focus, through providing additional support in the EV lab and workshop. A project to develop future energy courses at Certificate I and/or II level in schools through the EV COE will promote and encourage uptake of trade courses. The program is anticipated to incorporate additional areas of future energy focus to provide students with options on future careers in the clean energy sector.

	The EV COE will develop new partnerships with industry and leverage existing work with the Canberra Innovation Network (CBRIN) and the Australian National University (ANU) to provide opportunities for applied research. This may encompass both automotive and electrotechnology occupations across the EV, battery charging and installation and grid optimisation fields. An applied research program is proposed, using the nation-leading facilities at Fyshwick campus in the EV COE which includes physical resources, such as vehicles, batteries, chargers, and components (including potential in-kind industry contributions); and the COE's educator resources. Applied research will benefit local innovation in industry and give students opportunities to connect with entrepreneurial practices in an emerging industry. A grants-style approach to market could stimulate industry interest to collaborate on a solutions-focused project in areas of high skills need, where limited training has been developed. The applied research will focus on key problems that the EV industry faces and therefore the research program will be co-designed. CBRIN brings together researchers, innovators and entrepreneurs and also has a range of existing partnerships. The stakeholder engagement strategy will include activities to identify potential applied research projects and CBRIN will provide expertise to support the development of the program. It is expected that the applied research program parameters will be confirmed once the stakeholder engagement activities are underway. Additionally, the EV CoE will build on existing applied research resources by, for example, the National Science and Engineering Research Council of Canada and Victoria TAFE to develop policy and procedures to formalise applied research programs through the COEs and broader TAFE network. ***Innovate in the delivery of tertiary education, such as development and delivery of higher apprenticeships in areas of high skills need.*** Through the ACT Skilled to Succeed Innovation Grants program, CIT has partnered with the Australian National University (ANU) and industry stakeholders to commence the development of a degree apprenticeship in engineering, with a focus on engineering, renewables, and technology. This program will continue to be funded and delivered separate to the EV COE. This innovative program will be used as a proof of concept to develop further higher and degree apprenticeships in other areas of high skills need in EV and related fields with industry and university partners. To date, the development of this innovative program has raised some complex issues that have required careful consideration. This includes: • Industrial relations issues relating to apprenticeship payments under relevant Awards. • Expected apprenticeship training duration alongside degree duration.

	• Industry understanding of higher apprenticeship benefits to the employer and student. • Mapping of competency-based training against degree level learning outcomes. • Flexibility in delivery timeframes to accommodate the dual qualification. Some of these issues have application across different types of higher apprenticeship models. Lessons learned from this project, as well as the outcomes from skills and occupations analysis, and stakeholder engagement with industry, relevant unions and peak bodies, will be used to inform the development of a higher apprenticeship model in the broader EV industry that leads to favourable job outcomes and responds to a skills gap. The qualification type developed will be determined by the identified skills gaps and the appetite from industry for higher level apprenticeships in the chosen occupation. Existing monitoring and reporting from the ANU pilot program will be used to develop an appropriate higher apprenticeship model, as well as an effective approach to university collaboration, employment opportunities and potential student pipeline. CIT will consider existing and emerging Diploma and Advanced Diploma qualifications, the new AQF level 7 qualification type, or a degree apprenticeship model in partnership with local or interstate universities. Qualifications that are not currently declared available under an apprenticeship pathway will be considered, and work will be undertaken with Skills Canberra to enable this. The qualification could be in a stream of engineering given the synergies between automotive and electrical based occupations are developing at an unprecedented rate – an increasing number of qualified workers will be needed in specialised EV servicing, EV charging installation and infrastructure, grid optimisation, smart home design and installation, battery repurposing and vehicle retrofitting. The stakeholder engagement strategy will include work with university partners to identify study pathways and potential articulation arrangements for the higher apprenticeship model to further develop specialised skills and encourage lifelong learning. The EV COE will look to share information and progress on the development of the higher apprenticeship through the National TAFE Network and TDA EV training working group. This would include learnings around industrial relations considerations, jurisdictional issues, degree apprenticeship mapping and synergy, and delivery methods. It is expected that collaboration with other Centres of Excellence would also provide information on higher apprenticeship development that could be shared with the National TAFE Network and the TDA EV training working group.

	Promotional activities will also be pursued to attract interest from prospective students and to publicise the benefits for learners and employers to participate in the higher apprenticeship pathway. ***enable organisational innovation and teaching and training excellence and/or*** The EV COE will be set apart from traditional teaching colleges by enabling the development of strong partnerships that inform and underpin training delivery and associated functions. An emerging industry requires an agile response to training needs and the capacity to develop and deliver in a short timeframe. Funding for the CoE will include staff to perform stakeholder engagement roles, education training and curriculum development, schools engagement, and applied research program development. There will be a focus on strong educational leadership, continuous quality improvement and cutting-edge collaborative teaching pedagogy. A stakeholder engagement strategy will be developed early in the establishment of the EV COE, which will outline proposed engagement activities to identify potential strategic partnerships. The collaborative partnerships will advance the initial leading work CIT has undertaken to develop EV light automotive technician training and build into a broader EV COE. The engagement will be a significant piece of work which will underpin many of the proposed functions and projects of the EV COE. Teaching Colleges are very connected with industry and peak bodies to inform teaching and learning, but the EV COE will have a much broader function to support and enhance training development nationally, as well as to partner with stakeholders to further the EV industry more broadly. The CoE will be nationally connected through the National TAFE Network and provide opportunities for professional development Australia-wide to Educators as well as dissemination of best practice methodologies and new skills development. Chairing the EV training working group through the TDA, CIT will lead discussions and sharing of information amongst TAFE institutes to develop training capacity and currency. It is expected that the group will collaborate to develop and quality assure training resources for consistency and industry relevance. An applied research program is proposed to develop innovation in local industry and connect students with new technologies and opportunities to network with industry and potential employers more broadly. It is expected that engagement with industry, peak bodies, and university in the initial stages of the EV COE will inform the premise, focus and actions in the applied research program. The EV CoE will develop a suite of policies and procedures which will

	underpin the applied research program, to be shared more widely with centres of excellence and the National TAFE Network. ***As per A115(c): develop and leverage local industry, university and community expertise.*** The stakeholder engagement strategy will prioritise the EV industry nationally and internationally, however, will also include local dealers and EV-related organisations, such as charging station installation, local universities (such as the ANU), community organisations and small businesses dedicated to promoting EV technology in the ACT. The EV COE will create an innovation hub within the local community and provide a space for collaboration, applied research, networking and knowledge exchange. Established links with the university sector will be strengthened based on collaborative research, guest lecturers and tapping into expertise to build knowledge. An industry training and demonstration space in the CoE will encourage innovation and new technology launches to benefit industry, students and educators. Skill development in the local industry will support small and large business enhancing their capability, skills export potential and promote business and industry growth interstate and nationally. Delivery of training will be to both ACT and interstate students through flexible delivery and fly in fly out (FIFO) modes. Educators and students travelling from jurisdictions around Australia will build knowledge and skills to benefit their local industry skills development. Building on CIT's credentials in supporting training initiatives for marginalised groups, the CoE will develop pilot projects to enhance participation rates for priority cohorts, alongside local industry and community sector support to provide wrap around services to improve training engagement and completion. ***As per A115(d) partner and network nationally with stakeholders, including relevant employers, unions, universities, governments, Jobs and Skills Councils, and other stakeholders; other TAFE Centres of Excellence and other training providers that are responding to the same national priority under the NSA.*** ***leverage these partnerships to add value*** ***work with, contribute to, and reinforce the activities of the National TAFE Network to disseminate learnings, innovation and good practice, and ensure the entire TAFE system nationally benefits from the investment in Centres of Excellence*** CIT has a long-standing history of consulting with industry and the community to ensure the currency and relevance of technical and further education services, and to contribute to inclusive and innovative knowledge-based economic growth.

	Consultation across the EV value chain to date confirms the need for well-connected, consistent information sharing between education and industry sectors, to deliver optimum training outcomes at pace with current technology. To ensure the EV COE is positioned to collaborate and network effectively, an EV COE stakeholder engagement strategy will be developed. This will set out how the COE will connect with a wide variety of stakeholders (including industry, TAFE and academia sectors, relevant unions, and community and peak-body organisations) to share knowledge, insights and innovations across the EV industry and with the national TAFE network. The framework will focus on: • ensuring active engagement between education, research and industry to drive growth of EV skills base • harnessing opportunities to enhance connection between vocational education and higher education sectors • working in partnership with industry and communities to ensure equitable access to training services for social and economic success • collaborating with schools and relevant JSC's to develop the pipeline of workers needed for future growth • responding to national EV industry skills needs by designing and delivering high-quality customised workplace and on-the-job training and services • developing an EV qualification transition plan for existing workers. The stakeholder engagement framework will complement the National TAFE Network initiative's engagement activities. An industry advisory panel will be established to guide the EV COE's work program, leveraging industry experience and expertise to ensure the COE's operations and educational delivery maintain currency with the fast pace of the emerging industry. Industry support and backing is also vital to the success and broader acceptance of EVs within communities across Australia. Leveraging CIT's existing partnerships with OEMs and peak bodies will ensure that all players across the EV value chain, from manufacturers, retailers and end consumers benefit from increased skills development and uplift. The ACT acknowledges that there is the potential for duplication of effort between the EV COE and relevant JSCs. The ACT is committed to working with the Commonwealth to maximise the collective benefit for the skills and training system through the TAF[Centres of Excellence, and commits the EV COE 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 • partnering on projects of mutual interest where appropriate. ***consider ways to provide skills and training opportunities to priority cohorts, e.g. a TAFE Centre of Excellence in the care industry could consider ways to provide opportunities to First Nations people, especially regional and remote areas.*** The EV COE will develop skills and training opportunities to priority cohorts by seeking partnerships with industry and community support agencies, and ensuring the principles of universal access and equity are built into the COE's educational offering and physical environment. Automotive workshop retrofitting will include accessibility requirements to increase the diversity of the student cohort. The EV COE will focus on providing training opportunities for women in non-traditional trades, and First Nations peoples. The Jobs and Skills Australia Clean energy capacity study discusses that both of these cohorts are underrepresented in the clean energy workforce. Priority areas noted to increase the student pipeline include doubling down on efforts to get women into trades and supporting more First Nations people into education and training. Participation of women in the automotive industry is slowly increasing, especially with the introduction of EVs, but this is essentially a male dominated field. Partnerships will be sought with local industry and community groups to develop pilot programs to increase participation in the EV automotive workforce from these priority cohorts. The pilot will include introductory training, work placement in local industry, and community wrap around services to improve retention and completion. Establishing an introductory EV program for schools will also focus on encouraging women to try the automotive trade, considering the change in the trade to more technical and digital skills with the introduction of EVs. The First Nations pilot program will be developed in collaboration with CIT Yurauna Centre. Yurauna is CIT's dedicated Aboriginal and Torres Strait Islander Educational Centre of Excellence, providing tailored Aboriginal and Torres Strait Islander courses, study support and cultural advice. First Nations, regional and remote workers will also be targeted to upskill in EV safety and servicing. CIT will work with the National TAFE Network to develop a training roadshow, using state-of-the art EV simulators and online resources. Training delivery will be mobile, with flexible online learning prior to practical work on site. Training

	will be directed at workers in areas without local access to EV training. The training will initially involve delivery of the *Statement of Attainment - Depower and Reinitialise Battery Electric Vehicles* which provides essential safety skills to automotive technicians and trades when working on EVs. This program will be expanded over time to include other skillsets and training to support the upskilling of existing qualified technicians, and over the longer term this will extend to encompassing the upskilling of regional TAFE educators to deliver EV related skillsets and qualifications to remote workers. CIT Educators will start this roadshow project in regional NSW, with interest already noted from dealerships in both light and heavy EVs. As the stakeholder engagement gets underway, the roadshow activities will seek to be broadened to neighbouring states in consultation with industry and TAFEs. Training educators around Australia will also be a focus to enable effective skills development in a broader scope. TAFEs in both Victoria and NSW have indicated interest in professional development activities to upskill their staff.
Delivery Method	***States should outline for the relevant TAFE/s:*** ***Its demonstrated track record of performance in the priority area.*** ***The scalability/reach of its offering.*** ***Evidence of strength and breadth of partnerships (or ability to quickly establish such partnerships) with employers, unions, Jobs and Skills Councils, and universities.*** CIT is uniquely placed to deliver a nationally significant EV COE. CIT's electric vehicle training is nation leading, having developed and delivered the first training in Australia for electric vehicle technicians. is the first and currently only registered training organisation (RTO) to develop and deliver the Certificate III in Automotive Electric Vehicle Technology (AUR32721). The training was developed in collaboration with Industry including Tesla, BMW, Lennock Motors, Transport Canberra, the Jobs and Skills Council AUSMASA, and the apprentice network provider, MAS National. CIT is currently delivering training to all of Tesla's Certificate III apprentices Australia-wide. This training features both flexible delivery modules, completed in the home State, as well as practical face-to-face modules completed at CIT Fyshwick EV lab in Canberra. CIT completed formal training for the first group of Tesla Australia apprentices in 2023. These apprentices will complete their final year in the workshop and become the first electric vehicle qualified automotive technicians in Australia. CIT is delivering the electric vehicle skill set in both light and heavy vehicles, to upskill existing workers in battery safety and EV servicing. This includes training delivered in the ACT and Capital Region, for Komatsu Australia in Queensland, and Hitachi and Tesla technicians from greater NSW.

	CIT has collaborated with TAFEs around Australia, including TAFE Queensland, Kangan Institute in Victoria, and TAFE Western Australia, with delivery pathways, supervisor requirements, tooling requirements and multiple site visits to CIT's current EV lab at Fyshwick in the ACT. TAFE New South Wales, TAFE Queensland and Kangan Institute have expressed an interest in CIT upskilling their automotive teachers in the AUR32721 Certificate III in Automotive Electric Vehicle Technology qualification. The current training CIT has developed will be scalable within the EV COE and has the ability to benefit TAFEs around Australia through professional development opportunities and dissemination of teaching and learning information through the TDA EV training working group that CIT will lead. Establishment of the EV COE would allow CIT to further develop training in heavy vehicle and mobile plant technology, heavy hydrogen electric vehicles, and develop training in associated fields such as charging installation. The ACT's knowledge economy and scale presents unique opportunities for applied research and innovation, which will allow the CoE to test and evaluate new programs and ways of learning to then apply on a national scale. Industry organisations have provided letters of support for CIT to expand the current training delivery in electric vehicle technology to include both light and heavy vehicles, and safety training. Training TAFE Educators from other jurisdictions is a priority for the CoE to contribute to skills advancement across Australia. Opportunities for professional development sessions and qualification upskilling will be offered as part of the recognition of prior learning (RPL) project for existing workers. Moreover, learnings and information from training program development will be distributed through the National TAFE Network. CIT Fyshwick campus is the ideal location to develop the EV COE and expand the current offerings by leveraging partnerships to extend the COE's reach nationally. CIT will seek collaborative partnerships with local and national universities, this may include leveraging existing partnerships and arrangements. For example: • The ANU and CIT have worked together to commence developing a pilot degree apprenticeship program in engineering, which will be used as a proof of concept for further higher apprenticeships across the electric vehicle and associated industries. • ITP and CIT partnered to develop the battery testing centre at Bruce campus to allow for research into longevity of battery storage systems for households. This six-year partnership has resulted in the first publicly available research on battery performance for consumer's benefit.

	• EVO Energy and CIT partnered to build the nation's first hydrogen testing station at Fyshwick campus in 2018, while developing the first publicly available hydrogen fuelling station in the ACT. • The Brighte Women in Solar program provided scholarships to female electricians and apprentices studying battery storage systems and grid connect photovoltaic systems at CIT.
Expected reach and additionality	***States to outline expected reach (cohorts, locations) and additionality*** Once fully established, the EV COE will have: - a national reach; - increase EV capability across Australia, and - build industry preparedness in advance of introduction of fuel efficiency standards. This will ensure a smoother transition of the existing automotive workforce. The EV COE will strengthen international links for best practice training and curriculum development with industry, academia, and peak bodies. Training will be delivered in the ACT as well as around Australia. Workers will be able to complete online modules and then fly into Canberra to attend face-to-face training sessions. Alternatively, CIT educators will travel interstate to deliver training. The latest EV battery diagnosis simulators are mobile and can be transported to where training will take place. As the first training organisation to deliver accredited training in EVs, CIT has been approached to upskill TAFE Educators around Australia, as well providing training in other states until relevant training programs have been developed. Training is initially expected to be provided to: • apprentices in EV servicing – light and heavy vehicles • apprentices in EV servicing – plant machinery • existing automotive technicians upskilling to EV units • EV safety training for workers exposed to EV vehicles – tow truck drivers, tyre fitters, auto electricians • charging station installers. • school students from years nine to 12. With the EV industry progressing at such a fast pace, comprehensive information on further training needs is not available or even understood yet. Undertaking the skills mapping project with AUSMASA will identify potential skills gaps for new training products and programs to be developed for the EV industry and related fields. Leveraging stakeholder partnerships, the EV COE will be able to develop training at pace to keep up with skills needs. Training is

	expected to be created in micro credentials to quickly address skills gaps, and in full qualifications as they are developed. A higher apprenticeship will be developed as a result of engagement in skills mapping exercises with JSC's and consultation with industry, peak bodies and the TDA EV training working group. Projects are planned to create an RPL pathway for existing workers with older qualifications, as well as new dual qualification pathways to address servicing both the internal combustion engine (ICE) vehicles and EVs. Dual qualification pathways will also be explored in other automotive occupations to address different vehicle types and multi-skilling needs of new technologies. Training will be explored and developed in EV related fields such as charging installation and vehicle to grid/home capability. Applied research projects and engagement with a broad range of stakeholders will inform future training development. Intellectual property sharing arrangements will be defined as training programs and products are developed and will rely on work to be undertaken in development of the National TAFE Network and the TDA EV training working group. A further benefit of the EV COE will be having a nation leading information, industry demonstration and resource centre to be used by organisations and educators across the industry. EV expertise and resources will be available for applied research, skills development and will provide vital links with industry and academia to promote industry growth. CIT will build on existing links within the National TAFE Network and with higher education providers to strengthen outreach. Additionally, the CoE will comprise stage 1 of the Future Energy Skills Hub at Fyshwick campus and will link electric vehicle and related fields to address skills shortages and skills gaps in broader net zero industries.

Amount of investment - Commonwealth	**Amount of investment – State**	**Planned start date**	**Planned end date**
$9.66 million Commonwealth contribution. Remaining $2.5 million reserved for a separate Centre of Excellence that will target the digital and technology capability national priority.	$9.66 million ACT contribution. Remaining $2.5 million reserved for a separate Centre of Excellence.	Investment is anticipated to commence as soon as possible once the Implementation Plan is agreed.	Investment is intended to be completed by 31 December 2028.

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

The ACT will match the $9.66 million Commonwealth contribution. The ACT will also invest an additional $0.500m over 2023/24 and 2024/25 to develop a functional brief for a Future Energy Skills

Hub at the CIT Fyshwick campus. The Future Energy Skills Hub is to be developed in two phases: phase 1 comprises the Centre of Excellence for light and heavy electric vehicle training, applied research and industry partnerships; and phase 2 comprises development of other parts of the CIT Fyshwick campus to support broader net zero and electrification skills and training.

The ACT Government contribution will include some in-kind contribution of staff resourcing towards involvement in governance groups and general NSA implementation administration activities. This will be delivered within existing resources, primarily Skills Canberra staff and Economic Development Executives.

Details of matched funding	2023-24	2024-25	2025-26	2026-27	2027 - 28	2028-29	Total
	10% initial payment $960,000 $50,000 used this FY for staff resourcing to develop IP $960,000-$50,000= $910,000 ACT spending additional $250,000 to develop a functional brief for the Future Energy Skills Hub	$910,000 from initial 10% payment $2,590,000 for staffing, training development and program resources cost analysis and design. ACT spending additional $250,000 to develop a functional brief for the Future Energy Skills Hub	$3,900,000 for staffing, training development and workshop retrofit.	Remaining $2,210,000 to be agreed prior to 30 June 2025	to be agreed prior to 30 June 2025	to be agreed prior to 30 June 2025	$9,660,000

The ACT 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 ACT Government over the life of the project does not align with the Commonwealth contribution.

TAFE Centres of Excellence – reporting

The CIT will develop a suitable reporting framework to manage reporting.
The EV COE will provide annual progress and expenditure reports to track the COE's establishment and operations against the milestones and support evaluation.

Once operational, the EV COE will provide an annual report against the following indicators:
Numerical Data indicators:

- number of pilot programs introduced to provide effective supports to priority cohorts;
- number of new student enrolments with specific reporting for priority cohorts (e.g. women in trade, First Nations peoples, regional and remote workers). The report will assess the impact of safety and accessibility upgrades and changes to training delivery to strengthen effective supports;

- number of school students engaged in trades in schools program to assess the impact of schools engagement and promotion of VET options
- pre and post EV COE establishment student completions of entry level and existing workers training to assess the impact of measures implemented to provide effective supports, relevant skills and knowledge and effective pathways and transitions;
- industry placement data for graduates (direct job outcome data) to assess the relevance of skills and knowledge delivered and transferable skills and knowledge;
- number of applied research projects commenced and completed to assess collaboration between governments and other stakeholders;
- rates of stakeholder engagement and industry partnerships developed to assess industry engaged with education and training delivery and collaboration between governments and other stakeholders;
- number of roadshow training programs delivered and enrolments to assess the effectiveness of pathways and transitions;
- number of TAFE Educator completions to assess contribution towards expert educators and trainers.

Non numerical data indicators:

- summary report of the networking and engagement activities with stakeholders, including other TAFE COEs, and the benefits these activities have provided to assess the contribution towards collaboration with government and other stakeholders;
- updates made to training programs over the course of the previous twelve months to assess course currency and providing industry relevant skills and knowledge;
- analysis of new training product development, including initial training needs exploration and skills gaps, industry collaboration, training and assessment strategy, and intended accreditation pathway if appropriate.
- progress on the development of dual apprenticeship pathways including workplace relations arrangements
- progress on the development of a higher apprenticeship to assess contribution towards effective pathways and transitions.
- student engagement survey to assess contribution towards high-quality RTOs, training and education;
- student feedback on schools engagement and subsequent view of future energy trade courses.
- job outcomes case studies for graduated students.

The EV COE will share relevant data and insights with the other TAFE COEs, the TDA EV training working group and National TAFE Network at regular intervals throughout the implementation period.

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

The activities that will be delivered as part of the EV COE will contribute in different ways towards the enabling conditions. Transformative change will occur through the following:

- Significant stakeholder partnerships will strengthen industry engagement with education and training delivery and support high-quality training and education. CIT's partnership experience has led to innovative training programs, provided students with opportunities to work with the latest components and vehicles and has provided opportunities for educator professional development to build expertise and develop new curriculum. Taking

a strategic and ongoing approach to stakeholder engagement will ensure that industry remains involved throughout the life of the EV COE to provide ongoing input towards education and training delivery which is crucial as the EV industry matures over time.

- The partnership with AUSMASA and other JSCs to undertake skills and occupations mapping will also help strengthen knowledge and expertise sharing to support effective pathways and transitions for existing workers and future learners being designed and integrated into training delivery.
- The existing arrangement with ANU to pilot the delivery of a degree apprenticeship will provide important learnings, which the EV COE will draw upon to inform the development of a higher apprenticeship in the EV industry. The sharing of these lessons will support collaboration between governments and other stakeholders to support broader application of higher apprenticeship models in the Australian system.
- The delivery of an applied research program will also strengthen collaboration between governments and other stakeholders as it will prioritise research projects that involve multiple collaborators and are co-designed to ensure all research is relevant and responding to a priority need relevant to the EV industry.
- The establishment of an EV network through the TDA and commitment to engage with the National TAFE Network will provide new and better opportunities for the sharing of knowledge and information to support high-quality RTOs across the nation that can effectively deliver EV related training and building expert educators and trainers at other TAFEs. CIT's nation leading EV training is already leading to knowledge sharing between TAFEs, however these new networks will provide an enhanced and more formal mechanism to do so.
- The design and implementation of collaborative pilot programs for priority cohorts, which will build on existing wrap around services, will create change in effective supports available for students. A known barrier to women in non-traditional fields is the approach to industry and confidence to start in a male dominated field. Establishing entry level training in women only cohorts allow students to build basic skills and enter the workforce with confidence. Work placements within the pilot will provide vital networking between potential employers and students. Wrap around community services involvement will support vulnerable students in addition to CIT support programs. Similarly, access to education and training for First Nations people is a known barrier. The pilot program will address specific issues in collaboration with CIT Yurauna Centre, as well as those in regional and remote areas who often don't have equitable access to training.
- The delivery of the EV training roadshow will further support effective pathways and transitions for the existing regional workforce by affording them with better access to training.
- The safety and accessibility upgrades to the existing EV Training Lab and acquisition of educational resources will lead to higher quality training and education, and an increase in capacity with a greater opportunity for students to learn relevant skills and knowledge and enter the workforce.
- The upgrades to the existing EV Training Lab will also support new skills and knowledge being delivered, specifically in heavy BEV and hydrogen FCEV, as the upgrades will allow for heavy vehicles to be able to access the facility. This will also provide opportunities for Educator professional development across Australia to enable skills development in TAFEs within home states and territories.
- The development of a trades in schools program will support the increase of students from schools into VET, with a particular focus on women and future energy trades. Additionally, this program will promote TAFE as a career choice and strengthen the links between VET and schools.

• The development of an RPL suite will provide for more effective pathways and transitions for existing workers to upskill and transition into electric vehicle technology. This in turn will provide further qualified supervisors in industry to train new workers entering the EV workforce. • The design and introduction of EV battery safety skill sets will provide transferable skills and knowledge for a broad range of occupations that interact with electric vehicles.

TAFE Centres of Excellence – evaluation arrangements

Evaluation Methodology	
1 July 2024 – 30 June 2025	Establish a detailed evaluation plan that links with the key reporting indicators, both quantitative and qualitative, to evaluate the contribution of the measures delivered under the EV COE towards the outcomes sought in the Theory of Change. This will include the development of mechanisms to ensure the required data is able to be gathered to inform an interim and final evaluation, as well as the collection of baseline data.
1 July 2026 – 30 December 2026 Interim findings	An interim evaluation will be undertaken in the first half of 2026-27. Aligned with the outcomes sought from the Theory of Change the evaluation will include: Financial evaluation to assess the effectiveness and efficiency of measures to assess the effectiveness of supports; Priority cohort participation and job outcomes Student participation, completion and job outcomes to assess effectiveness of training quality and relevance. Assessment of the higher apprenticeship development to assess the contribution towards relevant training and knowledge; the contribution of the EV COE towards upskilling TAFE educators in delivering EV training across the nation; Seeking stakeholder feedback to strengthen effective collaborations and industry engagement; The findings of this interim evaluation will inform refinement to the delivery of the measures under the EV COE and will be shared with the TDA Network and National TAFE Network.
1 July 2028 – 31 December 2028 Final evaluation	A final evaluation will be undertaken in the first half of 2028-29. The final evaluation will follow a similar methodology to the interim evaluation. It will also include additional consideration of the following: Impact of the introduction of the higher apprenticeship program and student outcomes; Industry feedback on the effectiveness of training programs delivered to address skills gaps and industry workforce needs; and

	Outcomes from the applied research program. The TDA EV training working group and National TAFE Network will be key beneficiaries of the findings of the evaluation to support effective, appropriate and efficient application of similar measures at other TAFEs and other CoEs.

Milestones and payments

The Commonwealth will make payment subject to performance reporting demonstrating the relevant milestone has been met. After the initial payment, second and 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, the ACT will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

January 2024 - September 2024

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Electric Vehicle CoE	1: Initial payment on agreement of bilateral implementation plan for the EV COE (indicative date: 30 June 2024)	Bilateral implementation plan for the EV COE agreed with Commonwealth.	$0.96 million

October 2024 - March 2025

Estimated milestone delivery date: 31 March 2025

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Electric Vehicle CoE	1. Completion of key strategies to support partnership development and commencement of the EV CoE (by indicative date: December 2024)	Commonwealth acceptance of: - Completed stakeholder engagement strategy. (December 2024) - TAFE Directors Australia (TDA) EV Trainers working group terms of reference; (December 2024) and - Applied research program guidelines.(December 2024)	$0.59 million

April 2025 - September 2025

Estimated milestone delivery date: 30 September 2025

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE	1. Completion of first tranche of new training programs (by indicative date: June 2025).	Commonwealth acceptance of: - Completion report for EV outreach program of work (regional roadshows).(June 2025) - Upskill TAFE Educators completion report (June 2025) - Completed Individual Program Training and assessment strategies (TAS) for new training program/s. (June 2025) - Preliminary report for EV skills and occupations mapping project (June 2025)	$1 million
	2. Consultation and design completed for workshop retrofit to enable fit-for- purpose heavy EV lab and training resources (by indicative date: June 2025).	Commonwealth acceptance of: 1. Cost analysis and design brief. (June 2025) 2. Procurement plan for initial EV training	$1 million

October 2025 - March 2026

Estimated milestone delivery date: 31 March 2026

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE	1. Completion of Priority cohort pilot programs (by indicative date: December 2025).	Commonwealth acceptance of: - Women in trade pilot completion report (including enrolment data); and First	$0.6 million

		Nations pilot completion report (including enrolment data). (October 2025)	
	2. Completion of design of qualifications including new higher apprenticeship qualification and RPL pathways (by indicative date: January 2026).	Commonwealth acceptance of: - Individual Program Training and Assessment strategies (TAS) (January 2026) - Trade in schools framework (January 2026) - Evaluation of new training programs including training needs analysis, industry collaboration and potential accreditation pathways; and - RPL mapping suite documents (January 2026)	$1.3 million

April 2026 - September 2026

Estimated milestone delivery date: 30 September 2026

Policy initiative	**Milestone**	**Evidence**	**Payment Value up to (Commonwealth funded)**
Electric Vehicle CoE	1. Completion of EV workshop and learning environments (by indicative date: June 2026).	Commonwealth acceptance of: - Certificate of occupancy for completed refurbishments. (June 2026) - equipment implementation report.	$2 million

October 2026 - March 2027

Estimated milestone delivery date: 31 March 2027

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE		To be agreed prior to 30 June 2025	

April 2027- September 2027

Estimated milestone delivery date: 30 September 2027

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE		To be agreed prior to 30 June 2025	

October 2027- March 2028

Estimated milestone delivery date: 31 March 2028

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE		To be agreed prior to 30 June 2025	

April 2028 - September 2028

Estimated milestone delivery date: 30 September 2028

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE		To be agreed prior to 30 June 2025	

October 2028 - December 2028

Estimated milestone delivery date: 31 March 2029

Policy initiative	Milestone	Evidence	Payment Value up to (Commonwealth funded)
Electric Vehicle CoE	To be agreed prior to 30 June 2025		

The Parties have confirmed their commitment to this schedule as follows:

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Andrew Giles **MP**

Minister for Skills and Training

12 September 2024

Signed for and on behalf of the Australian Capital Territory by



Chris Steel MLA

Minister for Skills and Training
9 September 2024