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

PRELIMINARIES

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

2. 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).

3. 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. In all public materials relating to the policy initiatives, Victoria will acknowledge the Commonwealth's contribution with the following statement: The Digital, AI and Technology TAFE Centre of Excellence is a joint initiative between the Australian Government and Victorian Government.

REPORTING AND PAYMENTS

Reporting

5. Performance reporting will be due by 31 March and 30 September each year until the cessation of this Agreement, or the final payment is processed.

6. Victoria will provide to the Commonwealth a traffic light status and activity summary on all policy initiatives.

7. The Commonwealth will provide templates for the purposes of reporting.

Payments

8. The Commonwealth will make payment subject to performance reporting demonstrating the relevant milestone has been met.

9. As part of the performance reporting, Victoria will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

10. Where a payment is due at a reporting period (31 March and/or 30 September), Victoria will complete the relevant section of the reporting template and provide the evidence required as agreed in the Milestones and Payments associated with this Implementation Plan

11. Under A92 of the NSA, if a State is unable to expend any Commonwealth funding provided for policy initiative milestone payments, the Commonwealth may reduce a future payment by an amount equivalent to the unspent funds.

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

Digital, AI, and Technology Centre of Excellence

1) Outline and priority area(s) addressed:

Chisholm TAFE's Digital, AI, and Technology Centre of Excellence (the Centre) will lead a united, nation-wide effort to uplift the digital skills of all Australians. By harnessing the power of TAFEs nationally, the Centre will drive nation-wide uplift of digital literacy and innovate pathways to obtain digital skills.

The Centre will build upon Chisholm's learning hub for IT and cybersecurity and existing industry partnerships to:

- expand and scale the training pipeline and teaching capability to address Australia's digital worker shortfall
- drive accelerated pathways for upskilling and reskilling in AI skills, which is critical for the future resilience of Australia's workforce
- embed a relevant and responsive national tertiary curriculum and pathways for student learning that align to the relevant, recognised digital frameworks (DigComp, Skills for the Information Age (SFIA) and the Digital Literacy Skills Framework)
- facilitate rigorous applied research, evaluation and communications that establish, validate and drive best practice nationally in digital education and training for the benefit of Australia's learners and industry
- support learners from all backgrounds (access and inclusion) to achieve the digital literacy required to be capable and confident members of Australia's workforce.

The Centre will provide multi-modal learning through:

- the state-of-the-art learning hub for IT and cyber security at Chisholm's Frankston campus, including digital skills simulation labs to be developed and aligned to foundational digital skills, digital excellence, artificial intelligence and cyber security
- the establishment of satellite campuses within the workplaces of leading Australian businesses and emerging technology start-ups, each aligned to a national sovereign capability or critical industry.

As the Centre will work to improve the digital skills of Australians and address the critical skills shortage projected for digital workers through a multifaceted approach, it strongly aligns to the national priority of ensuring Australia's digital and technology capability.

Cohorts

The Centre is expected to reach students undertaking nationally accredited qualifications in information technology, cyber security, business technology, data analytics, enabling technologies, and emerging technologies. It will also support students undertaking micro-credentials and other pre-accredited courses including short courses aligned to specific industries or technology advancements, as well as stackable skill sets that contribute to accredited VET qualifications to upskill existing workers. It will also expand Chisholm's successful traineeship program to include a digital skills traineeship to train and support over 600 trainees nationally over four years.

The Centre will reach teachers of digital skills courses by establishing a national digital skills training program for TAFE teachers through Chisholm's Professional Educator College.

Tailored learner pathways will assist in addressing existing underrepresentation in the digital and IT sectors and aim to increase access and inclusion for learners of all backgrounds, including First Nations learners, women and culturally and linguistically diverse priority cohorts.

Location

The Centre will utilise Chisholm's newly redeveloped Frankston campus, making further enhancements to its state-of-the-art learning hub for IT and cyber security. Funding will support capital works and cutting-edge equipment to establish a fit-for-purpose TAFE Centre of Excellence that incorporates digital skills simulation labs aligned to foundational digital skills, digital excellence, artificial intelligence, big data, and cybersecurity. The Frankston hub will be a focal engagement point for a broad range of stakeholders including industry, Jobs and Skills Councils, unions, universities and government.

Additionally, it will establish satellite campuses within the workplaces of leading Australian businesses and emerging technology start-ups, which is expected to provide nationwide reach.

2) Functions and activities of the TAFE Centre of Excellence:

Refurbishment of Frankston campus

The Centre will build on the redevelopment of the Frankston campus in 2024, which established a state-of-the-art learning hub for IT and cyber security. Further capital upgrades will make the campus fit-for-purpose as a national TAFE Centre of Excellence, with the refurbished space enabling a fit-out of digital skills simulation labs that provide access to cutting-edge applied learning opportunities for TAFE teachers, industries, and schools. Simulation labs will be aligned to foundational digital skills, digital excellence, artificial intelligence, big data, and cybersecurity.

The physical space of the Centre will be distinguished from the broader campus through minor capital upgrades. The spaces will be used for a broader range of purposes than originally prescribed in the redevelopment of the Frankston campus. This includes industry collaboration spaces; public tours and advocacy of digital and tech careers; and TAFE teacher training focused on digital and tech skills.

High specification and interactive technology will facilitate applied learning opportunities for a wide range of stakeholders including students, TAFE teachers and employers. Stakeholders will be able to engage with technology to understand how the technology will benefit their business and employment opportunities, and the relevance of developing digital and technology skills.

Satellite campuses

Chisholm will establish satellite campuses within the workplaces of leading Australian businesses and emerging technology start-ups aligned to a national sovereign capability or critical industry. Satellite campuses will offer workplace-based accelerated digital skills training for workers, industry mentoring programs, as well as an environment to test new ways of teaching and learning within an industry context. The objectives of satellite campuses are to increase applied learning for digital, AI and technology skills, and position Australian TAFEs at the heart of skills training for businesses.

Satellite campuses will provide opportunities for learning in a real-world context, increasing the work readiness of graduates. The Centre will leverage Chisholm's existing partnerships with industry and negotiate additional national partnerships with employing industries on behalf of the national TAFE network for use of satellite campuses to deliver digital, AI and technology skills training and work placements. The Centre will also establish a regional industry partnership program to support

small to medium-sized employing businesses to identify digital training skills needs and link them with a TAFE partner who can provide the training to close their skills gap.

Interstate satellite campuses will be established following an initial pilot in Victoria. Partnerships will be scoped following confirmation of funding. Chisholm will produce a detailed delivery plan which will confirm the indicative number, location and nature of partnerships required for the establishment of each satellite campus.

The establishment of interstate satellite campuses will require Chisholm Institute to engage contractual partnership arrangements between TAFE providers, universities, and employing businesses. Chisholm has identified a number of key opportunities, which will be subject to further discussion and formalisation:

- Technology start-up partners (such as AI DNA): the Centre would establish partnerships that focus on traineeships and higher apprenticeships ('earn and learn' pathways) for businesses seeking rapid scale-up of digital expert workers, particularly in the areas of cyber security and software programming.
- Large businesses (such as Telstra, Microsoft, Google): the Centre would create partnerships with Australian TAFEs to deliver accredited training, formalise and expand existing traineeship programs on a national scale with a focus on priority cohorts, and promote the business to prospective employees through increased exposure (for example, through work placements and digital careers campaigns). As large businesses have established workforces and in-house learning and development, their focus is on increasing brand presence, driving business and industry growth, ensuring a sustainable pipeline of workers over the longer-term, and building digital literacy.

Higher degree apprenticeship model and digital skills traineeships

The Centre will support the scalability of Chisholm's higher degree apprenticeship model to TAFE non-dual sector providers across the national TAFE network with a focus on flexible delivery to re-skill or upskill while working. Chisholm has successfully delivered a higher apprenticeship program to build foundation skills in business and technology through its partnership with PwC. Subject to TEQSA approval, Chisholm will also expand this digital skills higher apprenticeship to pathways into the Associate Degree, and Bachelor Degree programs.

The Centre will also expand Chisholm's existing traineeship program to deliver a digital skills traineeship that will train and support over 600 trainees nationally over three years, including at satellite locations. As an initial example, Cert IV in Cyber Security, which requires apprentices and trainees to undertake off-the-job training, has had a national average of only 50 enrolments per year over 2021-2023.

Relevant qualifications Chisholm offered in 2024 were:

- Certificate III in Information Technology
- Certificate III in Information Technology (Traineeship)
- Certificate IV in Information Technology
- Certificate IV in Information Technology (Traineeship)
- Certificate IV in Cyber Security.
- Diploma of Business
- Associate Degree of Business (management and leadership)
- Bachelor of Business (management and leadership)

Chisholm had the ICT50220 Diploma of Information Technology on scope from mid-2024 (new course following recent transitioned training package). Subject to TEQSA approval, Chisholm will also offer:

- Undergraduate Certificate in Information Technology.
- Bachelor of Information Technology.

Scaling of these programs will require Chisholm to:

- establish consistent learner pathways mapped to qualifications and the relevant, recognised digital frameworks (DigComp, SFIA and the Digital Literacy Skills Framework) (see below alignment of VET learner pathways)
- develop learner resources to support higher apprenticeships
- establish agreements with Australian TAFEs and non-dual universities to deliver higher apprenticeships in alignment with the agreed learner pathways, and in collaboration with satellite campuses.

The Australian Universities Accord Final Report (the Universities Accord Report) recommended exploration of pathways for selected TAFEs to become self-accrediting in VET at Australian Qualification Framework (AQF) Level 5 and above in areas of national priority. Should this recommendation be implemented, the Centre may consider pursuing self-accreditation of these new qualifications.

The proposal assumes that jurisdictions will fund delivery of traineeships, with Australian TAFEs (including Chisholm) to fund the cost of delivery as per current practice. However, in line with the Universities Accord Report's recommendations, the Australian Government has committed to the establishment of an Australian Tertiary Education Commission (ATEC). If the ATEC is given power to allocate Commonwealth Supported Places (CSPs) for identified TAFE qualifications, Chisholm may be able to seek CSPs for higher apprenticeships.

The traineeship program will support interventions that drive increased completions, particularly for priority cohorts. Chisholm will establish subcontractor agreements with other Australian TAFEs to provide wrap-around support for interstate trainees. This will include wrap-around support for priority cohorts, professional mentoring, subsidies for employers, industry engagement and support, and non-accredited training to ensure that trainees are 'job ready' on day one. The program will be modelled on successful traineeship programs delivered by Chisholm in early childhood education and engineering. Models for sub-contracting wrap-around supports and distributing employer subsidies will be outlined in the delivery plan.

Alignment of VET learner pathways

The Centre will play a nation-leading role in aligning relevant VET learner pathways with recognised digital frameworks. In its first year of operation, Chisholm will undertake an industry collaboration project in partnership with the Future Skills Organisation (FSO) (Jobs and Skills Council) to map the relevant, recognised digital frameworks (DigComp, SFIA and the Digital Literacy Skills Framework) to existing courses and prepare learner pathways. Mapping of qualifications will enable the Centre to leverage the Victorian TAFE Network and interstate partnerships, alongside applied research, to drive best practice in digital education and embed a relevant and responsive digital skills curriculum with enhanced teaching capabilities.

Closing the AI skills gap

The ability to understand and use AI in various aspects of the workplace is quickly becoming a skill area of high demand. AI skills will drive productivity and reduce the risk of Australia's workforce being left behind as technology advances. Through the development of curriculum resources and tertiary education training models, the Centre will drive accelerated pathways for upskilling and reskilling in AI skills, which is critical for the future resilience of Australia's workforce.

TAFE teacher training program

The Centre will deliver a digital skills training program for TAFE teachers through its Professional Educator College that will drive high quality teaching and learning experiences. The training program will include a digital expert training pathway that is aligned to higher apprenticeship delivery for technology-related courses. This pathway will target TAFE teachers delivering courses through the Centre's higher degree apprenticeship model, digital skills traineeships and other related digital accredited training.

Delivery of the TAFE teacher training program will align with the Universities Accord Report's recommendation to improve professional development for teachers delivering higher education.

Community of practice

The Centre will establish a national digital skills TAFE community of practice to foster greater collaboration and knowledge sharing across the TAFE sector, enhancing the quality and relevance of digital skills training and learning experiences nationally. It will work with the National TAFE Network once established to drive excellence in teaching and learning and best practice in digital skills development by TAFEs. This will be a critical collaboration for the Centre, and Victoria commits to the Centre operating in such a way that it:

- 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
- 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.

Chisholm is a member of numerous relevant national networks and communities of practice coordinated through TAFE Directors Australia which will be leveraged to fast-track the establishment of strategic partnerships and delivery of the TAFE teacher training program. These include:

- TAFE generative AI group
- foundation skills
- TAFE higher education providers
- workforce attraction and retention network
- national VET educator development network
- TAFE immersive technologies network
- MYOB business and finance user group.

The digital skills community of practice would be open to all Australian TAFEs and would function in line with existing networks operated through the TAFE Directors Association.

The Centre will work with the Commonwealth Department of Employment and Workplace Relations to explore options to enhance digital and technology skills within the TAE training package.

Applied research

The Centre will collaborate with satellite campuses to facilitate applied research within workplaces, in partnership with university providers. Between two and four applied research scholarships will be allocated to research projects via an expression of interest process. Applied research will lead the communication of research insights and outcomes to drive awareness of emerging digital skills within the relevant industry context. Applied research will also include a focus on growing digital

literacy at the foundational level and seeking ways to engage priority student cohorts in digital careers.

The applied research program will inform development of learning materials and resources, which will be distributed across the national TAFE network. The Centre will establish a national framework upon which TAFEs can utilise learning resources and assets it develops.

Chisholm will establish partnerships with Australian universities informed by the unique research objectives of each project. Research projects are anticipated to be focused on digital literacy and priority cohorts. The insights of the projects will be disseminated to teams building learning materials and resources by the Centre of Excellence Applied Research Coordinator position. Chisholm's Higher Education College has undertaken a similar approach with its applied research project on problem-based learning. Applied research projects will be subject to approval by Chisholm's Higher Education College Research and Ethics Committee.

National digital and technology skills profiling and gap analysis tool

The Centre will develop a national digital and technology skills profiling and gap analysis tool that could be used by all RTOs to match students and workers to the right education opportunities. It will also explore the feasibility and scaling of a Group Training Organisation concept and subsequently develop a business case.

Regional TAFE partnerships

The Centre will establish a key Victorian TAFE regional project partner to build regional capacity, which could over time be scaled to other regional partners nationally. This may include partnering with one or more regional TAFEs to deliver a satellite campus through an Australian business located in the region.

Priority cohorts

The Centre will increase access and inclusion for learners of all backgrounds, including First Nations learners, women and culturally and linguistically diverse priority cohorts. Tailored learner pathways will assist in addressing existing underrepresentation in the digital and IT sectors, thereby promoting a more inclusive workforce.

The Centre will support women in IT by leveraging Chisholm's existing program for promoting digital careers for women. Chisholm's Women in Business, Finance and Technology program provides wrap-around career counselling support and the opportunity to undertake an industry placement with EQANS who specialise in audio visual technologies.

The Centre will support First Nations students through Chisholm's existing Koorie Engagement Team. In collaboration with the local community, the Koorie Engagement Team facilitates local events, develops strategies to increase participation, strengthens employability and career readiness, and actively supports employment through partnerships with local industry.

In addition to utilising Chisholm's existing tailored supports and programs for priority cohorts, the Centre will collaborate on a national scale with peak bodies, associations, government entities, and industry stakeholders. This collaboration will identify diversity gaps within individual sectors of relevant industries and develop targeted engagement tools to actively involve underrepresented cohorts digital and technology skills training.

3) Partnerships and engagement:

Chisholm TAFE has a strong record of partnerships and innovative VET delivery in the digital skills space. Chisholm is positioned to leverage existing facilities and partnership experience to support the timely implementation of the Centre.

Chisholm proposes to establish a steering committee as well as 8 national working groups to support implementation of the key functions of the Centre:

- communications
- TAFE Teacher professional development
- learning pathways and training delivery
- work placements
- applied research and innovation
- student completions
- curriculum development
- monitoring and evaluation.

The FSO will be invited to join relevant working groups and the steering committee.

Chisholm has had preliminary discussions with key industry stakeholders it proposes to partner with including Telstra (telecommunications), Microsoft and Google (technology), AI DNA (biotechnology) and other Australian businesses. Chisholm has a strong record of partnerships and innovative VET delivery in the digital skills space, with partners including IBM, Cisco, HP, Fujitsu, Oracle, AWS Amazon, Microsoft, Telstra, EQUANS and Salesforce. Chisholm also has existing partnerships with universities for specific qualifications, including Federation University and La Trobe University.

Chisholm has strong established relationships with unions, and will seek to consult with unions throughout the establishment of the Centre, with particular reference to:

- workforce planning, through FSO-led consultation
- learner pathways, prioritisation of learner resources and applied research projects, through Chisholm's governance model (i.e. Victorian TAFE Centre of Excellence Steering Committee)
- national TAFE teacher program (via working group).
- development of a Group Training Organisation business case.

The Centre will lead discussions with the FSO and satellite campuses to innovate the development of training programs that are closely attuned to the needs of the industry. Chisholm has commenced delivery planning with the FSO, and has been invited to join the FSO's RTO stakeholder group. The FSO has conveyed that it is interested in working with the proposed Centre to explore opportunities to co-design and test new courses. The Centre will have an ongoing leadership role in working with the FSO to bringing accredited courses in IT into the training package system.

In year 1, Chisholm will work with the FSO to undertake an assessment of existing partnerships between Australian TAFEs and relevant businesses to identify gaps and opportunities. Chisholm will then work to negotiate national partnership arrangements that other TAFEs can leverage if they do not currently have equivalent partnerships or to expand on existing arrangements.

Victoria recognises the mutual benefits of collaboration between the VET and higher education sectors and commits the TAFE Centre of Excellence 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 the TAFE Centre of Excellence's governance structures
- exchanging expertise and experience in the design and delivery of education and training relevant to the TAFE Centre of Excellence's governance, including higher apprenticeship pathways
- establishing credit recognition arrangements and entry pathways between VET and higher education for education and training relevant to the TAFE Centre of Excellence, and/or
- facilitating joint opportunities for applied research relevant to the TAFE Centre of Excellence.

Victoria acknowledges that there is the potential for duplication of effort between the TAFE Centre of Excellence and relevant Jobs and Skills Councils. Victoria 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 to early and regular engagement with relevant Jobs and Skills Councils on all the TAFE Centre of Excellence's 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 TAFE Centre of Excellence will support and partner with other TAFEs across Australia (including dual-sector universities), including through the National TAFE Network (once established), to build capability, share curriculum and best-practice, and improve teaching and learning outcomes.

Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$15,000,000	*$15,000,000*	30 September 2025	31 December 2028

TAFE Centre of Excellence – approach to matched funding arrangements (clause A114 refers) – to be reconciled over the life of the NSA.

Details of matched funding	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**Total**
State contribution	-	$5,520,000	$3,640,000	$2,890,000	$2,950,000	$15,000,000
Commonwealth contribution	-	$4,500,000	$2,840,000	$3,265,000	$4,395,000	$15,000,000
Total	-	$10,020,000	$6,480,000	$6,155,000	$7,345,000	$30,000,000

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

Performance Indicators

Victoria will report annually on performance against NSA requirements (including against the NSA Vision and Principles) and key milestones as identified in the Digital, AI and Technology Centre of Excellence activity plan. Additional indicators such as expenditure and enrolments/completions data will also be reported.

To ensure the progress of TAFE Centres of Excellence can be accurately measured and compared, Victoria suggests nationally consistent indicators be developed through the national TAFE network.

Evaluation arrangements

The department has a robust monitoring and evaluation regime in place that considers the effectiveness of training delivery as a whole. This includes:

- tracking the number of Government funded commencements and continuing students
- examining the extent to which priority cohorts are accessing training
- examining the extent to which training being delivered in the mainstream market aligns with Government priority areas
- surveying students to ensure that training is meeting their needs and expectations, and that they are achieving their desired outcomes from training
- analysing the extent to which training leads to improved employment outcomes
- surveying employers to understand their skills needs and satisfaction with training received by apprentices or trainees that they employ.

TAFE Centres of Excellence have a unique value-added operating model. Monitoring (through the collection on quantitative and qualitative data) and evaluation of the TAFE Centres of Excellence will be against the following outcomes:

- industry needs
- student needs
- responsive courses
- quality delivery
- collaborative and sustainable system.

The department will engage an independent evaluator to undertake formative and summative evaluations of the Centres of Excellence initiatives, using qualitative and quantitative data to measure the effectiveness and impact with regard to the measures described above. As required, interim evaluation findings will be available by 2026 to inform future policy. Given the targeted nature of each initiative and their unique operating models relative to different workforce outcomes, each Centre of Excellence be evaluated individually under a common program logic.

The evaluation will provide key evidence regarding the fiscal and operational sustainability of the Centres of Excellence and recommendations to the department on how the Centres of Excellence are meeting prescribed objectives and outcomes. It will leverage existing system performance monitoring sources, described above, and draw on bespoke consultations with key stakeholder groups (VPS, providers, industry, learners) to understand impact.

MILESTONES AND PAYMENTS – TAFE CENTRES OF EXCELLENCE

Milestone	Evidence	Payment Value Up To (Commonwealth funded)	Commonwealth reporting period
Milestone 1: Initial payment on agreement of bilateral implementation plan.	Bilateral implementation plan agreed with Commonwealth	$1,500,000	N/A
Milestone 2: Commonwealth acceptance that Victoria has established the Digital, AI and Technology Centre of Excellence, to be demonstrated by: • commencement and finalisation of capital upgrades to Frankston campus and launch of the Centre of Excellence facilities by 31 December 2025 • commencement of/progress on stakeholder engagement (including employers, unions, universities, and Jobs and Skills Councils) with potential contractual industry partners.	Report signed by the relevant Victorian Senior Skills Official that provides an update on progress and attaches or includes: • a Certificate of Occupancy or other documentation evidencing completed capital works • confirmed floor plans and refurbishment designs, and • a Stakeholder Engagement Framework.	$3,000,000	31 March 2026

Milestone 3:
 	
Commonwealth acceptance of the Digital, AI and Technology Centre of Excellence's continued operation, to be demonstrated by:
 	
• development of an Activity Plan for the Digital, AI, and Technology Centre of Excellence that specifies the deliverables to be achieved and associated timeframes, including the:
	Report signed by the relevant Victorian Senior Skills Official that provides an update on progress and attaches:
	
	• The Activity Plan, outlining deliverables for the Digital, AI and Technology Centre of Excellence until December 31, 2028, including:
	  ○ governance documentation identifying key internal stakeholders and terms of reference
	  ○ a detailed Project Schedule (including risk management,
		$1,020,000	30 September 2026

○ governance structure established, including national network structure ○ industry collaboration project to map the relevant, recognised digital frameworks (DigComp, Skills for the Information Age (SFIA) and the Digital Literacy Skills Framework) to existing courses ○ launch of promotional digital and technology skills campaign for satellite campuses • recruitment and onboarding of skilled staff, including project management, curriculum development, and training delivery experts • research and review of existing resources, including best practice learning and curriculum resources • development of tranche 1 best practice learning and curriculum resources and research scholarships • establishment of TAFE teacher training program and professional development resources.	communication, stakeholder engagement, workstreams) ○ a Progress Report on recruitment, satellite campuses, the teacher training program, and new learner pathways ○ Capability Framework mapping products ○ signed Memorandums of Understanding with industry partners to deliver satellite campuses ○ finalised tranche 1 curriculum resources ○ Terms and Conditions for tranche 1 research scholarships ○ identified enrolments and/or program design for teacher training program ○ outlined competencies and design for new learner pathways, traineeship program and higher degree apprenticeship models • evidence the Commonwealth was consulted on the nature and content of any events, announcements and promotional activity or anything publicly related.		
MILESTONE 4: Commonwealth acceptance of the Digital, AI, and Technology Centre of	Report signed by the relevant Victorian Senior Skills official that provides an update on progress and attaches or includes:	$1,820,000	31 March 2027

Excellence's continued operation, to be demonstrated by: • achievement of specified deliverables up to 31 March 2027 in the Activity Plan submitted to the Commonwealth as part of the reporting on the Digital, AI, and Technology Centre of Excellence – Milestone 3 • launch of initial satellite campuses • launch of new learner pathways, including the digital and technology skills traineeship program and higher degree apprenticeship models, and • implementation of an applied research and evaluation program.	• an outline of progress against the deliverables specified in the Activity Plan to 31 March 2027, including any updates to the Activity Plan (as required) • a Delivery Plan outlining traineeship and higher apprenticeship delivery in satellite campuses, and • a Progress Report on the applied research and evaluation program		
MILESTONE 5: Commonwealth acceptance of the Digital, AI, and Technology Centre of Excellence's continued operation, to be demonstrated by: • achievement of specified deliverables up to 30 September 2027 in the Activity Plan submitted to the Commonwealth as part of the reporting on the Digital, AI, and Technology Centre of Excellence – Milestone 3 • completion of interim evaluation and monitoring • completion of first year of traineeship and higher apprenticeship delivery in satellite campuses	Report signed by the relevant Victorian Senior Skills Official that provides an update on progress attaches or includes: • an outline of progress against the deliverables specified in the Activity Plan to 30 September 2027, including any updates to the Activity Plan (as required) • interim Evaluation and Monitoring Report • Memoranda of Understanding with industry partners delivering satellite campuses • an updated Delivery Plan identifying satellite campuses, industry partnerships and teacher training • summaries of developed tranche 2 curriculum resources.	$1,820,000	30 September 2027

• an increased number of satellite campuses and industry partnerships • continued roll-out of TAFE teacher training and professional development program, and • development of tranche 2 learning and curriculum resources, including multi-model delivery and completion of learning resources for priority occupations and corresponding qualifications.			
MILESTONE 6: Commonwealth acceptance of the Digital, AI, and Technology Centre of Excellence's continued operation, to be demonstrated by: • achievement of specified deliverables up to 31 March 2028 in the Activity Plan submitted to the Commonwealth as part of the reporting on the Digital, AI, and Technology Centre of Excellence – Milestone 3 • establishment of additional satellite campuses and industry partnerships (subject to delivery plan). • review of learner pathways against emerging technology trends, in consultation with industry partners.	Report signed by the relevant Victorian Senior Skills Official that provides an update on progress attaches or includes: • an outline of progress against the deliverables specified in the Activity Plan to 31 March 2028, including any updates to the Activity Plan (as required) • traineeship and higher apprenticeship Year 2 Completion Report • Memorandums of Understanding with new and additional industry partners to evidence extended satellite campus delivery. • Report co-signed with industry partners providing a review of learner pathways against emerging technology trends.	$1,445,000	31 March 2028

MILESTONE 7: Commonwealth acceptance of the Digital, AI, and Technology Centre of Excellence's continued operation, to be demonstrated by: • achievement of specified deliverables up to 30 September 2028 in the Activity Plan submitted to the Commonwealth as part of the reporting on the Digital, AI, and Technology Centre of Excellence – Milestone 3 • completion of second year of traineeship and higher apprenticeship delivery in satellite campuses • continued roll-out of TAFE teacher training and professional development program • continued implementation of applied research and evaluation program • maintenance of learning and curriculum resources.	Report signed by the relevant Victorian Senior Skills Official that provides an update on progress attaches or includes: • an outline of progress against the deliverables specified in the Activity Plan to 30 September 2028, including any updates to the Activity Plan (as required) • a Progress Report on outcomes of the teacher training and professional development program • a Progress Report on applied research and the evaluation program • a summary of updated learning and curriculum resources.	$1,445,000	30 September 2028
MILESTONE 8: Commonwealth acceptance of the Digital, AI, and Technology Centre of Excellence's continued operation, to be demonstrated by: • achievement of specified deliverables up to 31 December 2028 in the Activity Plan submitted to the Commonwealth as part of the reporting on the Digital, AI,	Report signed by the relevant Victorian Senior Skills Official that provides an update on progress attaches or includes: • an outline of progress against the deliverables specified in the Activity Plan to 31 December 2028 • traineeship and higher apprenticeship Year 3 Completion Report • final Evaluation and Monitoring Report	$2,950,000	31 December 2028

and Technology Centre of Excellence – Milestone 3 • • maintenance of simulation labs and satellite campuses • maintenance of learning and curriculum resources • finalisation of TAFE teacher training and professional development program • business continuity planning (taking into account budget decisions) • completion of applied research and evaluation program.	• Business Continuity Plan, overseeing ongoing maintenance of simulation labs and satellite campuses. • evidence of applied research program and findings, as demonstrated by publications and presentation material.		
	Total	**$15,000,000**	

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

23 / 12 / 2025

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

The Honourable Gayle Tierney MP
Minister for Skills and TAFE

25 / 11 / 2025