The Chartered Institute of Logistics and Transport

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**Certification of Qualifications**

By

The Chartered Institute of Logistics and Transport in Australia (CILTA)

Version 9, May 2021



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# Introduction

This document sets out the arrangements for the certification of qualifications by The Chartered Institute of Logistics and Transport in Australia (CILTA).

CILT Australia’s mission is to provide leadership in research, policy and professional development and to support continuous improvement in the Transport and Logistics Industry. CILTA is unique in having members from Passenger Transport, Freight Logistics and Supply Chain Management. CILTA is part of the International CILT network with 36,000 members working in over 100 Countries.

In Australia CILTA is a strong, active and unified professional association that is able to speak with authority on strategic issues effecting businesses and people in our industry and to support their careers.

Specifically CILTA:

* **Involves** people as members and professionals in T&L; giving them a strong sense that they are involved in an essential and important industry that continues to make a real difference to the lives of every Australian every day.
* **Informs** members about their profession with RSS newsfeeds, weekly updates, enewsletters, research reports, seminars, webinars and social media.
* **Recognises** skills, experience and excellence through graduated membership levels, the certification of Professional Logisticians (CTP) and Transport Planners (CTP) and the annual T&L Industry Excellence Awards.
* **Develop** members through short courses, seminars, webinars, site visits, study tours, mentoring programs, continuing professional development arrangements and qualifications, many of which have both an Australian and an international level of recognition.

Professional education and training, therefore, are the foundations of the CILTA, helping members to qualify for professional recognition and maintaining their obligations through continuous professional development.

# Accreditation, Certification and Recognition

CILT Australia sets and maintains standards for delivery of professional development programs and seminars through the **Accreditation** of Institutions to deliver programs developed by CILT International, **Certification** of programs that meet the academic requirements for Chartered Membership status (using the arrangements detailed in this document) and **Recognition** of short courses and seminars through the provision of Continuing Professional Development (CPD) points. The following document outlines the process for Certification, should you wish to be accredited or have your short courses or seminars recognised please contact the National office on admin@cilta.com.au.

Once a course is certified, potential and current CILTA members can be assured that after completing the course they will have achieved the educational requirements of Chartered Membership. This provides certainty of the quality and relevance of the programs to their workplaces and their careers.

For education and training providers, certification provides certainty that the courses they offer are of sufficient standard to be acknowledged by the oldest and largest professional logistics and transport association covering freight logistics, supply chain management and passenger transport in Australia. This provides important and highly relevant status at both a national and international level in the increasingly globalised T&L industry.

Certification is a confirmation that the programs address the CILT Key Knowledge Areas (KKA) and therefore, have been assessed against CILT’s international standards and benchmarks. This is important for both students completing the programs and interested in working overseas, as well as for institutions that are interested in providing programs for overseas students.

Courses are assessed for the suitability of graduates as logistics and transport professionals through assessment of:

* the content and structure against CILT’s eighty Key Knowledge Areas
* staff and educational resources used in delivery of the program
* quality assurance processes that the educational institution has in place, particularly regarding admission standards, assessment, and ability of the profession o influence course content and structures

The criteria contained in this document and appendices demonstrate CILTA’s standards for the certification of qualifications. The criteria establishes clear quality baselines for the development and delivery of qualifications certified by CILTA.

# Aims of Certification

The primary aim of Certification is that upon completion of the certified course, CILTA will accept that the graduate has achieved the required educational standard for Associate or Affiliate membership of CILT Australia and when combined with work experience in the industry will be eligible to be awarded a Membership (MILT) level . This will be important information for students making course selections.

The secondary aim of Certification is to demonstrate a partnership between educational institutions and CILTA in establishing a professional basis for the Logistics & Transport Industry. Additionally it provides a statement to external stakeholders including governments and employers of the basic requirements of professionals in T&L. This will be of assistance in the marketing efforts of Institutions.

**CILTA Membership and Key Knowledge Areas**

After lengthy discussions and substantial consultation with industry, CILT International has developed Key Knowledge Areas (KKA). These are available at [www.cilta.com.au/Education.](http://www.cilta.com.au/Education) These KKA’s are deemed to be the body of knowledge that professionals in the transport and logistics industry should know. These KKAs provide the basis for the educational requirements for Membership. The diagram below shows the relation between knowledge and the CILTA Membership levels.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ascending the ‘Knowledge Steps’ - Understanding and Application of Key**  **Knowledge Areas for Professional Grades** | | | | |
| Chartered Fellow    - **FCILT** | | | | ***Expertise*** |
| Chartered   Member -  **CMILT** | | | ***Competence*** | |
|  Member - **MILT** | | ***Knowledge*** | | |
| Affiliate  & Student Member | ***Awareness*** | | | |

KKAs are comprised of eighty Universal Concepts and eight Professional Areas.

Key Knowledge Areas for Chartered Membership of CILT

Overarching Customer and Continuous Improvement Principles

Regardless of the sector in which our members work, the customer is central. Fundamentally the profession is dealing with derived demand, where customer needs drive our decisions and actions. Identifying the customer and their stake, whether in the supply chain, freight operations, passenger transport or trade scenarios, is critical to the KKA.

Complementing this, the profession has to respond to a continual need for service improvement, again driven by the customer. Adding value to processes, products and services is a key component of both public and private sector transport and logistics activities, and needs to be clearly explained to learners at the outset of their studies.

The whole set of Key Knowledge Areas also need to be seen in the context of individual decision making, and how it can impact on the wider public, including environmental, socio-economic and commercial sustainability. Consideration of sustainability matters therefore underpins the KKA.

## It is for undergraduate and degree-level providers to determine whether they wish to cover these key principles as stand-alone modules early on in the course, or to embed them within the Core Generic Areas covered next. If the latter option is selected, the coverage of the overarching principles must be explicit in the course descriptions and content.

Core Generic Areas

**A. Integrated strategic planning, management, and systems thinking**

• People development, leadership and strategic change management

• Core economic and market principles

• Costing, finance and resourcing

• Strategic and operational planning processes

• Managing projects and managing operations

**B. Efficiency, quality and risk**

• Process and production management

• Operational effectiveness and efficiency

• Quality management strategies

• Risk identification, reduction, and safety management

## • Compliance management and value-adding processes

**C. Technology, analysis, adoption and monitoring**

• Selection of qualitative and quantitative methods and techniques

• Data collection and monitoring, analysis and forecasting

• Setting and achieving performance measurement (e.g. metrics, KPIs and benchmarking)

• Application of modelling and simulation

• Innovative applications of technology

**D. Society, sustainability, and the global community**

• Society, ethics and Corporate Social Responsibility (CSR)

• Social, commercial, economic and environmental resilience

• National and international policy frameworks and legislation

• Interdependence and integration

• Global context and external influences

• Sustainable development

## The Eighty Universal Concepts

**The Universal Concepts are**:

***Supply Chain Management***

1. Supply chain objectives, benchmarking and strategies
2. Principles of supply chain design and operations including virtual networks
3. Supply chain dynamics, analysis, planning and optimisation
4. Sourcing, operations planning and procurement
5. Managing product / service / packages to end customers
6. Inventory management, warehousing, storage and intelligent systems
7. Product design, production planning, material, information and financial flow
8. Facilities and waste management
9. Lean, Agile (including Six Sigma) and competitiveness of supply chains
10. Multi-channel supply chains including e-commerce

***Operations Management***

1. Supply chain planning and execution
2. Principles of planning and control (e.g. MRP, ERP, S&OP)
3. Manufacturing and re-manufacturing
4. Process mapping and process logic
5. Demand driven planning
6. Capacity planning, scheduling, and theory of constraints
7. Inventory planning and systems
8. Managing systems, monitoring and measurement
9. Continuous improvement, optimisation and Lean principles
10. Service operations and servitisation

***Procurement and Supplier Management***

1. Market analysis and forecasting
2. Project management and supply chain optimisation
3. Global sourcing and international trade context
4. Tender specification, supplier evaluation and selection
5. Contract formation and negotiation
6. Legal aspects of procurement and contract law
7. Relationship management and collaborative working
8. Performance management and benchmarking systems
9. Category management principles
10. Achieving added value in the procurement process.

***Logistics Systems***

1. Customer service and support systems
2. Distribution and transport systems and operations
3. Forecasting, planning and scheduling techniques
4. Logistics and transport modelling
5. Continuous process improvement and supply chain optimisation
6. Inventory management and warehousing systems
7. Managing and maintaining supply chain visibility
8. Meeting demand via ERP systems and e-commerce
9. Resource requirement planning
10. Control of information and material flow on-time and in-full

***Transport Infrastructure & Network Planning***

1. Policy planning for transport, long and short term
2. Transport nodes, connecting links and network structures
3. Interrelationship between transport and spatial planning
4. Economic appraisal, social and environmental analysis
5. Demand and capacity management
6. Travel Planning: distance, demand, duration, destination, traffic modelling and management
7. Transport infrastructure and network resilience
8. Stakeholder engagement and public consultation
9. Transport information systems and intelligent mobility management
10. Infrastructure and planning sector, and market intelligence

***Passenger Movement***

1. Passenger transport supply and demand principles
2. Local, national, international passenger transport policies
3. Passenger transport planning and network scope
4. Modes, modal choice and transport integration
5. Services, types of operation and interoperability
6. Passenger transport costing / pricing, obligations and subsidies
7. Passenger transport ownership and control
8. Access and inclusion through transport
9. Sustainable transport and behavioural change
10. Health and safety, security, and risk assessment

***Freight Movement***

1. Services, types of operation and interoperability
2. Intermodal integration and operations
3. Transport of dangerous, oversize and hazardous freight
4. Freight transport, fleet operations and forward planning
5. Scope, capability and efficiency of urban freight transport operations
6. Freight forwarding and management of partners and subcontractors
7. Local, national, and international distribution networks and regulations
8. Modes, modal choice, and multimodal freight transport
9. Transport scheduling, routing, back-loading and optimisation models
10. Reverse logistics

***International Trade and Transport***

1. International modal choice, inter-modality and security
2. Incoterms and contractual obligations
3. Customs tariffs, processes, procedures and insurance
4. Import, export, bonding and carnet procedures
5. Freight forwarding, contracts of carriage, documentation and certification
6. Specialist requirements for the carriage of different types of cargo
7. Insourcing, outsourcing and offshoring
8. International trade facilitation, treaties, finance and settlement
9. Trade compliance, licensing and quotas
10. Facilities (port, airport) operations

Education programs for transport and logistics are expected to exhibit methods for ensuring that students will learn of many of the Universal Concepts at the undergraduate level. In a Master’s level course there will be greater specialisation and it will not be possible to cover as many of these areas.

## **The Eight Professional Areas**

In addition to providing coverage of the Universal Concepts, courses also need to demonstrate that students will develop knowledge and competence in one of the eight Professional Areas. The eight Professional Areas are:

1. Supply Chain Management
2. Operations Management
3. Procurement and Supplier Management
4. Logistics Systems
5. Transport Infrastructure & Network Planning
6. Passenger Movement
7. Freight Movement
8. International Trade and Transport

## Knowledge Levels for Logistics and Transport

There are varying levels of requirements for different levels of graded membership. Members must be able to demonstrate their understanding of the KKAs to different degrees depending on their grade of membership. The e knowledge levels are:

* **Awareness** – the member knows about the topic and can indicate issues connected with it.
* **Knowledge** – the member can discuss the topic and communicate reasoned opinions on the important issues connected with the topic.
* **Competence** – the member is able to make sound professional judgements based on their knowledge of the topic and apply theoretical principles while using independent reasoning to draw conclusions and make recommendations
* **Expertise** – the member has a special skill, or a high level of knowledge, derived within the profession. They are able to offer opinions or commentary from the foundation of their proficiency and command of the topic. They are valued for their judgment, mastery, and competence.

## Complimentary Student Membership of CILTA

## Students enrolled in courses certified by CILTA and have applied for Student Membership and paid for one year, will receive an additional year of complimentary membership. Student membership gives the individual access to the comprehensive career support from the Institute including access to the resources of the CILT International On-Line Knowledge Centre, the largest on-line resource of its kind specifically focused on Transport and Logistics. Please see the CILTA web site for more information on the International Knowledge Centre.

## ‘Speaking from experience …’

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Organisations delivering certified courses are invited to work with CILTA to provide industry figures who can speak from experience to students and add to the ‘real world’ application of skills.

## Certification Options

There are a range of certification options available to the Certification Panel:

1. Full certification for a period of five years, subject to no significant structural changes in the course occurring, or a fall in standards of education or resources associated with the course.
2. Certification conditional on certain issues of concern being addressed within a period specified by the Board. In such circumstances the period of certification may be limited to less than five years and the school will be required to report to the Board on an annual interval outlining their progress in rectifying the issues.
3. Where the first student cohort has not completed the course, the certification may be provisional. The institution should apply for re-evaluation and removal of provisional status following the first cohort entering the workforce.
4. Certification may be refused. In such cases the adverse report and full documentation will be referred to the Director for attention. The director may convene an ad hoc committee to review the case, and provide a full report to the institution.

## Conditions of Certification

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1. Certification is for a five year period from the date of certification.
2. Certification applies only to the named course in the stated campuses/locations/modes of delivery.
3. Courses are certified as structured with the content at the date of certification, on the basis of the information provided. CILTA accepts that variation occurs over time with the development of courses, but where there is a significant structural change to the course; CILTA must be notified and will then consider the impact of the changes on certification.
4. Courses are certified as a whole course.
5. Students who complete the entire course, are graded to receive recognition for prior learning, credits, or exemptions by the institution.

## How to apply – the Certification Process

Applicants for Certification must use the forms that are annexes to these documents. These must be submitted electronically or by post to the CILTA National Office by the nominated contact person of the applying institution. All forms should be completed and submitted as part of the application, with due consideration of the relevant sections of these guidelines and the appropriate appendices.

CILTA has developed standard processes for the certification of courses in educational institutions. CILTA will establish a Certification Panel, charged with assessing the application for certification. This Panel will review the application and then organise a visit to the institute. Panel members may request additional information prior or during the visit. After due consideration, the Panel will submit a report with appropriate recommendations to the National Professional Development Committee of CILTA who will make the decision about certification. They key steps for the certification process are the following:

1. Education institution submits completed application
2. CILTA establishes Certification Panel
3. The Panel reviews the application and documents
4. The Panel visits the institution following a pre-arranged visit schedule.
5. Panel considers application and makes a formal recommendation to CILTA National Professional Development Committee.
6. CILTA National Professional Development Committee makes decision and this is conveyed to education institution.

## Panel Visit to Educational Institution

The standard schedule is flexible and will take into account differences between institutions. A typical schedule might look like this:

0900 – 0930 Panel members meet in private

0930 – 1015 Panel meet with senior staff

1015 – 1045 Panel meet with senior academics

1045 – 1100 Morning tea break

1100 – 1200 Panel meet with teaching staff associated with the course

1200 – 1230 Panel meet with students / graduates (where possible)

1230 – 1400 Lunch in the company of staff and/or students

1400 – 1430 Panel view teaching resources / facilities and learning spaces

1430 – 1500 Panel members meet in private 1500 Departure of Panel

\*Where staff operate remotely, and not in the office, online interviews via Zoom, Teams or equivalent are possible.

### **Required Information**

Detailed description of the information that is required to assess the application is provided in Appendix A

## 

## Administration

The organisation applying for certification must have a single, named point of accountability for maintaining the quality CILTA certification qualifications and a contact liaison point CILT Australia. They must also provide details of the contact within the organisation who CILTA will liaise with for the certification process. The information detailed at Appendix A must be submitted with the plan of proposed provision. The organisation must inform CILTA immediately of any proposed change in ownership of the organisation, named point of accountability or the certification contact.

The organisation must have and deploy sufficient financial, technical and staffing resources to support the qualifications they require CILTA to certify for the life of the certification.

## Issue of Certificates (Certification) each five years

Qualifications that are certified by CILTA will be issued with a certificate showing the details of the qualification that has been certified and the certification period. This period will last for five years, when the qualification will be required to be reviewed, and if re-certified by CILTA a new certificate will be issued.

## Annual Reporting

Each year, by the anniversary of the initial Certification, the contact person must report on progress to CILTA.

The report must include:

* Name of Certified Program
* Number of students commencing the program
* Number of students completed the program
* Where students wish to join CILT Australia, CILT will require the following ie Student Names, Emails, Phone contact, address and DOB in order to process their application.

## 

## Reference to CILTA of Certificates issued to Students

Certificate designs that include the CILTA logo or that make reference to CILT Australia’s certification must be approved by CILT Australia before they are issued.

## Dealing with Malpractice

The organisation must publish procedures for dealing with fraud where students and any others institutions are involved in issuing the qualification outside these arrangements. The organisation must conduct a full investigation of instances of alleged or suspected fraud, and must take such action, with respect to the students and others concerned, as is necessary to maintain the integrity of the qualification. The organisation must report cases of fraud immediately to CILT Australia whenever it finds evidence that fraudulent certificates may have been issued. The organisation must cooperate with any follow-up investigations of fraud conducted by CILTA or CILT International should such cases arise. The organisation must agree with CILT Australia or CIL:T International on appropriate remedial action if there is evidence that fraudulent certificates have been issued.

## Fees

The current application fee is $3000+GST for the first course and $1000 + GST for subsequent courses seeking Certification at the same time. This fee is payable for initial Certification and for re-certification each five years.

The fee may be adjusted by CILTA periodically. In addition all expenses related to the visit of the Certification Panel such as travel, accommodation and meals must be covered by the Institution applying for Certification.

For the purposes of these fees a ‘course’ is a qualification such as a diploma or undergraduate degree. Courses are made up of ‘units’ or ‘subjects’.

Advertising on the directory is available for those that may like to do so and has an Annual Fee of $1400.

## CILTA Contact Details

PO Box 3161

Caroline Springs Victoria 3023

Australia

Phone 1300 68 11 34 education@cilta.com.au

# Appendix A. Information to be provided by Applicant

CILTA recognises that there is diversity in the discipline and requires that applicants should outline the basis on which it considers their offered qualification will:

* Benefit the profession and the target audience(s) for the qualification(s).
* Bring benefits to users, either by adopting innovative approaches to delivery and/or assessment, or by addressing the needs of an identifiable population; submissions must be supported by research and indicate the anticipated numbers of students.
* Provide opportunities for progression to further leaning and/or further qualifications.

## Content Information

It is the responsibility of the applicant to provide sufficient details to enable the CILTA Certification Panel to assess the application. Applications should include:

* A statement of the objectives of the course
* A concise outline of content, with a distinct area of learning and clear titles indicating the content of the qualification
* A full statement of requirements to complete the course, including the number of credit points required to complete the course
* A graphical representation of course structure that defines paths, prerequisite knowledge or study, and the depth of content and intellectual effort required to complete the course.
* A graduate attributes profile
* An explicit statement on credits, recognition of prior learning, or exemptions policy associated with the course
* An overview of the content, referencing appropriate curriculum materials elsewhere in the application
* Internal course codes, titles, prerequisites, hours of guided learning, (and other relevant details) associated with the units in the course
* Specification of knowledge/skills/understanding displayed on completion, and an indication of what graduates will have learned or will be able to accomplish
* Expression of such unit-level information in a format that a student will understand
* Detailed syllabuses of all T&L subjects included in the course, including how each contributes to the course objectives and graduate attributes profiles
* Mapping of the course content against the CILTA KKA’s. As a minimum the universal concepts need to be covered in detail as well as at least two areas of specialisation.
* A comprehensive description of assessment methods used in the course.

## Academic staff Information

CILTA recognises that the most important resource of an academic course is the quality and quantity of academic staff.

Detail should be provided of all academic staff involved in teaching on the course. The application should provide details of the academic leadership as well as abbreviated CV’s of all academic staff indicating the following information:

* Academic qualifications
* Recent employment records
* Areas of T&L in which the staff member teaches
* Areas of T&L in which the staff member researches
* Recent and relevant publications (5 max)
* Recent consulting and professional activities

## Supporting staff

There should be adequate support staff, particularly in relation to providing information on administrative matters for students, and supporting students in ICT support. Details of supporting staff should be provided in the application.

## Library resources

The Panel will focus on expenditure, budgets, and the quality and quantity of books and periodicals available. The holdings of, and access to, books and periodicals in T&L must be adequate and on-going provision of recent materials must be at a satisfactory level. For a degree-level course the periodicals must include major publications appropriate to the course and a range of support publications. Details of the library and other resources can be provided during the Panel visit.

Note that members of CILTA have access to the on-line resources of the CILT International Knowledge Centre as a benefit of their membership.

## Assessment

The applicant must provide details of assessments in each unit. In particular examples of assessments and previous exams must be provided. Assessments are required to be:

* Well-designed to measure required skills and differentiate students
* Appropriate tasks and marking methods should be used
* Marking schemes, marking, and feedback provision should be documented  Data retention and auditing of marking processes

## Results

The organisation must show evidence, as applicable, that:

* It determines how pass marks and/or grade boundaries and/or competence are established.
* Results are determined on the basis of sufficient evidence.
* Comprehensive records are maintained of the decisions taken and of the standards achieved.
* Standards are comparable from year to year.
* Decisions are reviewed and results adjusted in cases where errors are identified.
* The bases on which decisions are made are open to monitoring by CILTA.
* The administration of the awarding process provides the technical and professional support that

awarders need to secure accurate judgments.

Information needs to be provided regarding the processes surrounding the reporting of marks, recording and evidence relating to marks, the review and moderation process of marks, and the maintenance of standards over time.

## Quality assurance

The certification process is not a review of quality mechanisms but the applicant should demonstrate that quality processes are implemented to maintain standards. These may relate to staff recruitment, student entry, assessment, consultation with students, and success in achieving course objectives.

## Online learning, external and offshore campuses

The nature of online learning and external and offshore campuses requires that the applicant demonstrate that a student, no matter their mode or study at any campus, will be receiving an equivalent standard of teaching and outcome as other students. The Panel will, if certifying other campuses or modes of learning, address how the applicant is able to ensure delivery of equivalent outcomes and standards. Applicants should complete Form 7 for each campus for which certification is sought for the courses offered. The Panel may be required to visit campuses and meet with off-campus students and staff to evaluate the campuses.

## Moderation processes

The applicant must demonstrate that there are moderation processes in place to ensure that assessments are appropriate in design and that the grading is accurate and consistent. Such processes will be examined in more detail. Form 2.1 should be completed with full details of appropriate processes as outlined.

## Industry input and advisory mechanisms

The applicant should ensure that effective industry advisory processes are in place, allowing suitable professional input into course structures and teaching programmes. This covers issues such as advisory panels and visiting practitioners to the faculty. Form 6 should be completed. The applicant is advised that the Panel will be satisfied that the processes exist and that it should provide satisfactory outcomes. The application should also address student and staff participation in industry bodies (such as CILTA).

# Form 1: Application Summary

Forms can be provided in word for electronic completion.

|  |  |
| --- | --- |
| **University / Institution Details:** | *Provide the full name under which the University or Institution operates. This should be the name of the institution conferring the award. If other organisations are involved in the delivery of the courses, this information will be sought on an additional form.* |
| Name of University / Institution: |  |
| Vice Chancellor (or equivalent): |  |
| University Address: |  |
| Web Site: |  |

|  |  |
| --- | --- |
| **Organisation Area:** | *Provide details of the organisational unit responsible for offering the course(s) for certification. If more than one area is involved provide only the name of the area which confers the degree.*  *Room has been provided for a three-level description of the organisational area. The first level refers to the type of area (Faculty or Department), with the second and third levels being used to describe the type of area.* |
| Level 1: |  |
| Level 2: |  |
| Level 3: |  |
| Head of Area: |  |
| Address: |  |
| Web Site: |  |
| Telephone: |  |
| E-mail address: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Courses:** | *Provide a list of courses submitted for certification.*  *Level refers to the academic level of the award (e.g. Diploma, Bachelor, Master)*  *You must also complete a* **Form 2: Course Outline** *for each course that is being submitted for certification.*  *Full details for the courses submitted for certification should be provided with an electronic file as part of the application. Please supply the filename in the area provided below.* | | |
| Title of Course |  | Level | File Name for Form 2 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **University Contact:** | *Provide details for the primary contact and person responsible for this application. All contact from CILTA will be through this person.* | |
| Name: |  | |
| Title: |  | |
| Address: |  | |
| Telephone Numbers: |  |  |
| Facsimile Number: |  | |
| E-mail address: |  | |

# Form 2: Course Outline

*This form is required for all courses that are to be certified.*

*A separate form is required for each course.*

*The intention of these forms is to provide the Certification Panel Members with the information required to assess the course for subject content, breadth, and intellectual effort required by students to complete the course. Information provided in these forms, appendices, and attached documents will be evaluated against the CILT KKA for certification.*

|  |
| --- |
| *Provide the course code (used internally within the institution) and Course Title as used on academic transcripts.*  *Course level refers to bachelor, diploma etc.*  *The Course Coordinator must be included on* **Form 3.1: Senior Staff***.* |

**Course Details:**

|  |  |
| --- | --- |
| Course Code: |  |
| Course Title: |  |
| Course Level: |  |
| EFT Years of Study: |  |
| Course Coordinator: |  |

|  |
| --- |
| *Provide published or internal Institute approved objectives for this course.* |

**Course Objectives:**

|  |
| --- |
|  |

|  |
| --- |
| *List all campuses at which you seek certification. Include off-campus (any mode that is not faceto-face) as a separate campus.*  *Ensure that a* **Form 7: Campus Information** *exists for all listed campuses.* |

**Campus:**

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| *Provide a list of all unit/subject titles for units/subjects that are required for completion of the course.*  *Provide in chronological order of completion (commencing with Semester 1 / Year 1) The percentage column refers to the percentage of the total course requirement that this unit/subject represents.*  *Each unit/subject listed here requires a separate Unit/Subject Outline to be submitted. The Filename is the location where the unit/subject details have been supplied.*  *If this information is provided for another course – do not resubmit but make a note of for which other course it was included. Note that the unit/subject must still be included on this list.*  *The Code should be that code used internally within the University.* |

**Compulsory Units:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Unit Title | Year | Sem | % | Filename for Unit  Outline |
|  |  |  |  |  |  |
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| *Provide a list of all T&L units/subjects that are available to be taken as electives in this course.*  *Provide in chronological order of completion (commencing with Semester 1 / Year 1) The percentage column refers to the percentage of the total course requirement that this unit/subject represents.*  *If this information is provided for another course – do not resubmit but make a note of for which other course it was included. Note that the unit/subject must still be included on this list.*  *The Code should be that code used internally within the University.*  *The Filename is the location where the unit/subject details have been supplied.*  *Each unit/subject listed here requires a separate Unit/Subject Outline to be submitted. The Filename is the location where the unit/subject details have been supplied.* |

**Elective T&L Units:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Unit Title | Year | Sem | % | Filename for Unit  Outline |
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| --- |
| *Provide a description of the requirements to complete the course.* |

**Course Requirements**

|  |  |
| --- | --- |
| Completion  Requirements: |  |
| Credit Points Required: |  |

|  |
| --- |
| *Provide a description of the Graduate Profile possessed by the graduands of the course.* |

**Graduate Profile**

|  |  |
| --- | --- |
| Graduate Attribute:  Level of Achievement |  |
|  |
| Graduate Attribute:  Level of Achievement |  |
|  |
| Graduate Attribute:  Level of Achievement |  |
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| Graduate Attribute:  Level of Achievement |  |
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|  |
| --- |
| *CILTA recognises that there is a range of educational opportunities provided in the T&L discipline and that students may elect to study with several providers.*  *Provide a description of how your institute provides credit, recognition of prior learning, or exemptions in this course.* |

**Prior Learning**

|  |  |
| --- | --- |
|  |  |
| **Content** | *Provide a description of the content of the course. This should include reference to appropriate curriculum materials included elsewhere in the doicument.* |

|  |
| --- |
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|  |
| --- |
| *Provide a description of the knowledge / skills / understanding that a graduate will be able to display on completion of the course.*  *Indicate what graduates will have learned in the course and what they will be able to accomplish.* |

**Graduate Skills**

|  |  |
| --- | --- |
| Knowledge: |  |
| Skills: |  |
| Understanding: |  |
| What graduates can accomplish: |  |

# Form 2.1: Course Structure

*This section allows the applicant to provide a graphical view of the course structure. This assists the Certification Panel in the analysis of course content, especially in terms of the depth and breadth of the course.*

*Use the colour codes provided below to indicate whether the unit is mandatory or elective T&L unit.*

*Link prerequisites using lines.*

*Where the course contains units of unequal weight please indicate this with the name of the unit and the percentage that this unit constitutes of the entire course.*

**Mandatory T&L Units Elective T&L Units Non-T&L Units**

**YEAR 1**

|  |  |  |
| --- | --- | --- |
| **Semester 1** | **Semester 2** | **Semester 3** |
|  |  |  |

**YEAR 2**

|  |  |  |
| --- | --- | --- |
| **Semester 1** | **Semester 2** | **Semester 3** |
|  |  |  |

**YEAR 3**

|  |  |  |
| --- | --- | --- |
| **Semester 1** | **Semester 2** | **Semester 3** |
|  |  |  |

**YEAR 4**

|  |  |  |
| --- | --- | --- |
| **Semester 1** | **Semester 2** | **Semester 3** |
|  |  |  |

|  |
| --- |
| *Provide a list of all units in the course and indicate how they relate to the components of the Universal Concepts and the Professional Areas.* |

**Course Content Map**

|  |  |  |
| --- | --- | --- |
| **Unit Name** | **Relates to Universal Concepts (indicate relevant numbers)** | **Relates to Professional**  **Areas (indicate relevant numbers)** |
|  |  |  |

|  |
| --- |
| *Provide a list of all units and how these are assessed. If exams are not used, how are assessments conducted. If the assessment is a group assignment, indicate this with a (G) and explain how marks are allocated between group members in supporting documentation.*  *Include examples of assessments and examinations. Please supply electronic copies and note the filename under the Unit title below.* |

**Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit | Exam | Portfolio | Assignment | Project | Case Study | Other |
|  |  |  |  |  |  |  |
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| *The results for students are important and an indication of the processes followed is required. Using this section please provide an overview of how your organisation conducts the following processes in various areas listed below.* |

**Results**

|  |  |
| --- | --- |
| **Area** | **Explanation** |
| Determining pass marks |  |
| Determining grade boundaries |  |
| Establishing competence |  |
| Record maintenance of decisions and standards achieved |  |
| Comparison of standards, year-on-year |  |
| How are decisions reviewed and adjusted when errors are identified? |  |

|  |
| --- |
| *Provide details of your moderation processes and provide supporting documentation.* |

**Moderation**

|  |  |  |
| --- | --- | --- |
| Moderation type | Explanation | Filename |
| Intra-unit | How do you ensure that the assessments are appropriately designed and marked in the unit? |  |
| Inter-unit | How do you ensure that assessments are marked at equivalent and appropriate levels over the course? |  |
| Over time | How do you ensure that the appropriate levels of marking and grading and applied over time? |  |
| Over locations / modes | How do you ensure that appropriate levels of marking and grading apply over different locations or modes of delivery? |  |

|  |
| --- |
| *With the increasing use of additional campuses and modes of learning it is important to ensure consistent levels of quality are maintained. Include supporting electronic documents and indicate the electronic filename.* |

**Multi-Campus and alternate modes**

|  |  |
| --- | --- |
| Campus / Delivery type | Filename |
|  |  |
|  |  |
|  |  |
|  |  |

# Form 2.2: Unit/Subject Information and Course Details

*This section allows the applicant to provide information about the units/subjects within the course being certified.*

*This form contains a summary of how each unit/subject contributes to the Course Objectives and the Graduate Profile. Each of the included electronic filenames must contain full details of the syllabus and unit/subject outline and information.*

**Unit Contents** *Provide an indication of how each unit contributes to the Course Objectives and the Graduate profile. Include the name of the appropriate electronic filename that contains the full syllabus and details for each unit.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit | Filename | Course Objectives | | | | | Graduate Profile | | | | |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|  |  |  |  |  |  |  |  |  |  |  |  |
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# Form 3: Summary of Staff Resources

**Summary of Staff and Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Staff Type and Level* | *Level A* | *Level B* | *Level C* | *Level D* | *Level E* | *Other* | *Total* |
| **Academic** |  |  |  |  |  |  |  |
| Managerial |  |  |  |  |  |  |  |
| Research |  |  |  |  |  |  |  |
| Teaching |  |  |  |  |  |  |  |
| Support |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Professional / Technical** |  |  |  |  |  |  |  |
| Staff support |  |  |  |  |  |  |  |
| Student support |  |  |  |  |  |  |  |
| Development |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Administrative |  |  |  |  |  |  |  |

**Staff Level and Gender**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Staff Type and Level* | *Level A* | *Level B* | *Level C* | *Level D* | *Level E* | *Other* | *Total* |
| Academic |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |
| Professional / Technical |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |
| Administrative |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |

**Visiting/External Academic Input**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Visiting academics | | Industry / Professionals | |
| *Number* | *Hours / week* | *Number* | *Hours / week* |
| Teaching |  |  |  |  |
| Research |  |  |  |  |
| Development |  |  |  |  |
| Other |  |  |  |  |

# 

# Form 3.1: Senior Staff

*This form requires a list of senior academic staff and/or consultants involved in the programme that is being certified. The list should also include senior academic staff at the Associate Professor level and above and all course leaders or course coordinators. External people, or industry representatives, that have significant input into the delivery of courses should also be included.*

*Please start the list with the Head of School (or equivalent).*

*A* **Form 3.2: Staff Details** *is required for all staff members that are included on this list.*

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Contribution/Role** |
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# Form 3.2: Staff Details

*A copy of this form is required for each staff member that has input into, or supports, the programme associated with the courses subject to certification. A full curriculum vitae or resume is not required for each individual; however, the opportunity is offered to provide these comprehensive documents using a link to a website or a file included electronically with the submission.*

*The intent of this form is to provide the Certification Panel with information to assess the level of qualifications (both professional, academic, and experiential) of the staff that are involved with the design, delivery, and assessment of the programmes.*

*Please provide details only for the last ten years for professional/experiential and full history of academic qualifications, unless earlier information is considered significant in the certification process.*

**Personal Details:**

|  |  |
| --- | --- |
| Name: |  |
| Title: |  |
| Role / Contribution: |  |
| Full CV available at: |  |

|  |
| --- |
| *Include all of the qualifications you possess, including internal staff development and other short courses attended.* |

**Qualifications:**

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification / Course | Year | Institution /  Body | Topics |
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| *List all the T&L areas in which you are currently teaching in the courses under review. Include the type of activity or role that you have in this involvement (such as coordinator, lecturer, unit leader, tutor etc.).* |

**Teaching Activities:**

|  |  |
| --- | --- |
| Role | Unit, course or subject |
|  |  |
|  |  |
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|  |
| --- |
| *List your membership of any bodies or professional associations relevant to T&L. Include the duration* |

**Membership:**

*or number of years you have been a member. Please also include the details of any specific positions/roles you have held in these bodies over the last ten years.*

|  |  |  |
| --- | --- | --- |
| Body / Organisation | Years | Roles, positions held, activities undertaken in this body |
|  |  |  |
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| *List any research in the fields associated with T&L that you have undertaken over the last ten years. Indicate the nature of the research, grants or awards received, and the names of colleagues involved in the research activities.*  *For each entry start with the title of the research project. List most recent activities first.* |

**Research:**

|  |  |
| --- | --- |
| Year | Details of research activity |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |
| --- |
| *Provide details of any relevant T&L experience, whether academic or professional.*  *The academic experience section should include any visiting status at other tertiary institutions. The professional experience section should include details of any consulting work that is not already discussed in the research section. This experience must be relevant to T&L.*  *The format is a free format, allowing you to answer in the way you see fit. Please start with the most recent activities first.* |

**Experience:**

|  |  |  |  |
| --- | --- | --- | --- |
| Academic |  | Industry / Professional |  |

Total Years of Experience:

Academic Experience:

|  |  |  |
| --- | --- | --- |
| Year | Organisation | Position / Activities |
|  |  |  |
|  |  |  |
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Professional Experience:

|  |  |  |
| --- | --- | --- |
| Year | Organisation | Position / Activities |
|  |  |  |
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| --- |
| *List your ten most recent publications in the T&L area.* |

**Publications:**

|  |  |  |
| --- | --- | --- |
| Year | Authors | Title / Description / Abstract |
|  |  |  |
|  |  |  |
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# Form 4: Library and Information Resources

|  |
| --- |
| *These details should relate to library and other information resources that are available to students. Where averages are required please provide an average for the past five years including this current year.* |

**Library Details:**

|  |  |
| --- | --- |
| Number of library staff: |  |
| Number of other support staff: |  |
| Hours/methods of access: |  |
| Average expenditure on T&L : |  |
| Periodicals |  |
| Monographs |  |
| Average number of relevant monograph purchases |  |

|  |
| --- |
| *Please provide details of relevant T&L periodicals that are available on-campus and/or accessible through electronic means. If there is a list of T&L periodicals available please supply an electronic copy and the filename in the area provided below.*  *‘Access charges’ refers to any charges that are incurred by students when receiving a printed copy of an article or other relevant charges to access relevant library materials* |

**Periodicals:**

|  |  |
| --- | --- |
| Number of T&L Periodicals: |  |
| On campus |  |
| Access (electronic) |  |
| Access charges (description and amount) |  |
| Filename of periodical list |  |

|  |
| --- |
| *Please provide details of relevant T&L monograph titles that are held in the library. If a list the T&L monographs is available please supply an electronic copy and the filename in the area provided below.* |

**Monographs:**

|  |  |
| --- | --- |
| Number of T&L monographs: |  |
| Filename of monograph list |  |

|  |
| --- |
| *This section allows the applicant to demonstrate how resources and standards are in support and the information*  *Where appendices of existing documents are referred to please provide a title and filename indicating where the document has been saved.*  *The Certification Panel will be interested in student complaints systems in relation to library resources and related support, as well as projected budgets for library expenditures over the next 5 years.* |

**Quality Mechanisms:**

|  |
| --- |
|  |

# Form 5: Quality Mechanisms

*Please provide any quality assurance documents associated with the application. The Certification Panel is keen to ensure that processes are in place. They will focus more no outcomes and benchmarking activities.*

*The following titles are recommended but are not intended to limit your opportunity to provide documentation of quality assurance mechanisms in other areas where they may support your application for certification.*

*Ensure that quality mechanisms relating to the provision of external or online study modes are also included.*

|  |  |  |
| --- | --- | --- |
| **Code** | **Title** | **Filename** |
| Staff00 | Staff selection procedures | Staff00.docx |
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# Form 6: Advisory Mechanisms

|  |  |
| --- | --- |
| Course |  |
| Committee Title |  |

|  |
| --- |
| **Terms of Reference / Objectives** |
|  |

|  |  |
| --- | --- |
| **Membership** |  |
| Name | Organisation |
|  |  |
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# Form 7: Campus Information

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| --- | --- |
| **Campus Details** | *Provide details, including the name and location of each campus, regardless of ownership. A separate form is required for each location at which the course is delivered. If a course is delivered in off-campus/external mode or through online learning please complete this form with the relevant information. Note that quality mechanisms must be addressed on a* **Form 5: Quality Mechanisms** *and these should also cover online learning.* |
| Name of Campus: |  |
| Address: |  |
| Telephone: |  |
| Facsimile: |  |
| Web Site: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Courses** | *Provide a list of all courses for which certification is being sought at this campus. If a partner is involved in the delivery of these courses, complete* **Form 7.1: Partnerships***. This is not required where the partnering institution is another Australian University, but this fact should be noted below.* | | |
| Title of Course |  | Partner | File Name for Form 7.1: Partnerships |
|  |  |  |  |
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| **Quality Mechanisms** | *Provide details to demonstrate how equivalent resources and standards are maintained in course delivery, support, and infrastructure at this campus.*  *Where additional resources are referred to please include the filename of the included document.* |
|  |  |

|  |  |
| --- | --- |
| **Campus Contact** | *Provide details of the primary contact or person responsible for this campus. Additional telephone numbers should be provided.*  *For off-campus / external studies provide the contact details for the Head of External Studies (or equivalent).* |
| Name: |  |
| Title: |  |
| Address: |  |
| Telephone Numbers: |  |
| Facsimile Number: |  |
| E-mail address: |  |

# Form 7.1: Partnerships

|  |  |
| --- | --- |
| **Partner Details** | *Provide details of the CEO (or equivalent) and contact details for each partner on a separate form.* |
| Organisation: |  |
| Chief Executive Officer: |  |
| Address: |  |
| Telephone: |  |
| Facsimile: |  |
| Web Site: |  |

|  |  |
| --- | --- |
| **Due Diligence** | *Provide details of the exercise that was undertaken by the institution in determining the suitability of the partner. Where appendices are referred to please provide a filename of the included document.* |
|  |  |

|  |  |
| --- | --- |
| **Quality Mechanisms** | *Provide details demonstrating how equivalent resources and standards in course delivery, support, and infrastructure are assured for courses jointly delivered with this partner.*  *Where documents are referred to please provide the filename of the included document.* |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Organisation Contact** | *Provide details of the primary contact or person responsible for this campus. Additional telephone numbers should be provided to facilitate contact. If this is the same person as the campus contact (in the* **Form 7: Campus Information***) then note this and refer to these details.* | |
| Name: |  | |
| Title: |  | |
| Address: |  | |
| Telephone Numbers: |  |  |
| Facsimile Number: |  | |
| E-mail address: |  | |