



Abbreviated CV

Sections relating to academic experience only need to be completed for individuals with academic roles.

1. Title and name

Title	First and other names	Last name

2. Position and academic leadership responsibilities (current and previous)

Position(s)	Academic leadership responsibilities (if any)

3. Completed academic qualifications

Full name of award	Subject/major area	Full name of awarding institution and year of award (if an overseas institution, also include the country and verification of legitimacy of the award and the institution)

4. Teaching experience (previous seven years)

Teaching period (from most recent)	Field of study area/course title	Name of organisation/institution and, if an overseas institution, the country

5. Relevant employment/experience

Note: Provide a brief history of the employment and/or other experience (if different to 2 & 4 above) which is relevant to the current higher education role and field of education.

Employment period	Name of employer	Position title	Relevant duties

6. **Other relevant information (including professional and/or honorary memberships, directorships and related scholarly activities)**

7. **Research supervision experience** *(if supervising research candidates)*

Consultation
Draft



8. Publications (scholarship and research outputs)

Include publications categorised by: articles in research journals, articles in scholarly journals; conference papers; books; book chapters; peer-reviewed or not; number and value of peer-reviewed grants; and other outputs (such as patents).

For guidance on the distinction between research and scholarship, refer to the TEQSA Guidance Notes on Scholarship and Research and Research Training on TEQSA.gov.au.

Author(s)		Year of publication	Title of publication	Journal/volume/proceedings	Type of publication (1)	Peer-refereed/reviewed	Research classification (research/scholarship)	Broad Field of Education
Surname	Initial							

Copy and complete as many additional tables as required.

(1) Journal, conference proceedings, etc.



Declaration

THIS DECLARATION is made on the day of 20

Recital

The applicant has submitted an application for accreditation of a course of study (AQF Qualification) under the *Tertiary Education Quality and Standards Agency Act 2011*.

Declaration

I agree:

- to permit authorised representatives of the Tertiary Education Quality and Standards Agency (TEQSA) to inspect the applicant’s delivery sites for the purposes of assessing the application;
- not to make any public statement or advertisement that falsely implies that the course(s) of study is accredited; is in the process of being accredited; or that the applicant is authorised to confer the qualification. This includes advertising or promoting a course as ‘subject to approval’;
- to provide information, documentation and assistance as may be required by TEQSA and its representatives in order to assess the application.

I hereby attest that to the best of my knowledge, the evidence and information contained in the application for accreditation of a course is complete and accurate as at the date stipulated below. I understand that giving false or misleading information is a serious offence.

SIGNED for and on behalf of (insert applicant’s legal name):

By:		In the presence of:	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(Name – please print)	(Signature of Authorised Officer)	(Name – please print)	(Signature of Witness)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(Position – please print)	(Date)	(Position – please print)	(Date)



Constructive alignment

Use this template to align the following key areas of the curriculum:

- the intended learning outcomes
- the rationale for how assessment tests the achievement of the different learning outcomes
- how the student is assessed

Name of course
<input type="text"/>

Rationale for how assessment tests the achievement of the different learning outcomes
<input type="text"/>

Unit title		
Course learning outcomes On completion of the course the student should be able to:	Unit learning outcomes On completion of the unit the student should be able to:	Assessment
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Copy and complete this template for as many units as required.



Course admission information

Copy and complete this template for as many courses as required.

Name of course

Course of study		
Delivery site		
Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
General entry		
School leavers		
International students		
Special and/or alternative entry: non-school leavers (mature-age applicants and/or those who do not hold their HSC or equivalent)		

Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
Special and/or alternative entry: articulation pathway admissions		

Additional course-specific entry requirements

<insert text> or attach example using the 'Attach evidence here' function of the online form.

Offer and admission proforma

<insert text> or attach example using the 'Attach evidence here' function of the online form.



Delivery details for course(s) delivered in language other than English (LOTE)

Explain the arrangements for delivery and assessment in a language other than English (LOTE), including the total proportion of each course of study that will be delivered in LOTE.

Describe how equivalent student learning outcomes will be assured between the course of study offered in LOTE and the course of study offered in English.

For the components of the course of study that will be delivered in LOTE, provide a brief description of the quality assurance processes that will be used to ensure that quality course outcomes are achieved, and attach supporting evidence in the online form.

List the academic staff, any translators and any interpreters who will be involved in delivering and/or assessing the LOTE component of the course of study, or providing student learning support services.

Name	Position title	Main responsibilities	Relevant qualifications and/or certification	English language proficiency	Relevant experience	Employment arrangements

Reformat table as needed



Guidance Note: *Naming Conventions for Evidence*

Purpose

This guidance note outlines the requirements for providing documentary evidence to TEQSA in support of applications, with respect to:

- 4 how to name files, and
- 4 specifications for formatting.

Scope

This guidance note applies to files provided via the provider portal, or as requested, for:

- 4 applications (for TEQSA and CRICOS)
- 4 responses to requests for information
- 4 responses to section 28 requests under the TEQSA Act, and
- 4 conditions imposed on registration or course accreditation.

File identification

Submitted electronic files should be:

- 4 **clearly titled:** whatever file naming conventions you use, file titles should provide, in as few characters as possible, enough information to determine what the file is so TEQSA can easily identify, locate and reference it, for example:
 - 4 'CourseEnrolments01' instead of 'CE01'
 - 4 'AB Minutes January 2016' instead of 'Meeting0116', and
- 4 **clearly referenced:** for evidence submitted to support an application, or if your application cross-references a file, please ensure you cite its title accurately or provide enough information to clearly identify it.

Note that the evidence should be clearly referenced in the Confirmed Evidence Table, in response to the pre-submission discussion and agreement on scope and/or evidence requirements with your case manager.

Format specifications

The preferred formats for file submission are Microsoft Word (doc/docx), Microsoft Excel (xls/xlsx) and PDF. However, TEQSA also accepts the following file formats:

csv	db	jpg	html	mdb
mp3	mp4	swf	tif	txt
wav	wma	xml	zip	

File name restrictions

An error message will appear when attempting to upload any file with a file name:

- 4 of more than 128 characters in length
- 4 containing any of the following characters:
 - 4 tilde (~)
 - 4 asterisk (*)
 - 4 pipe (|)
 - 4 angle brackets (< or >)
 - 4 hash (#)
 - 4 plus (+)
 - 4 colon (:)
 - 4 braces ({ or })
 - 4 percent (%)
 - 4 slash (/)
 - 4 quotation mark (")
 - 4 ampersand (&)
 - 4 backslash (\)
 - 4 question mark (?)

PDF format

If submitting a file in pdf format, please ensure, where possible, that the text in the file can be searched, selected, copied and pasted – note that generally, pdf files created from Word/Excel are searchable, while pdf files created from scanned files are generally not.

Compressed and zipped files

Where files are compressed or “zipped” for uploading, please list the files that are in the zipped files in the Confirmed Evidence Table, or upload a table listing them along with the zipped file.

File size limits

Uploaded files must be 10MB or less. Larger files can be provided via a link (e.g. to the provider’s website). Alternatively, speak to your case manager.

For additional information, refer to the Provider Portal Frequently Asked Questions <http://www.teqsa.gov.au/sites/default/files/ProviderPortal_FAQs.pdf>.

A video help guide and other support material are also available on the ‘For Providers’ menu of TEQSA’s website <<http://www.teqsa.gov.au/for-providers/provider-resources>>.

Projected Student Numbers - (Initial) Course Accreditation

Complete a table for each course being applied for.

Copy and paste for additional courses as required

In the case of nested courses the figures should cover all students of the nested awards in each year of enrolment.

Course name(s):										
Broad Field of Education:										
AQF Level(s):										
Course fee: Domestic Students										
Course fee: International Students										
	Year 1 Projection		Year 2 Projection		Year 3 Projection		Year 4 Projection		Year 5 Projection	
	EFTSL	Head-count	EFTSL	Head-count	EFTSL	Head-count	EFTSL	Head-count	EFTSL	Head-count
<i>Commencing</i>										
Domestic FEE-HELP/HECS-HELP										
Domestic fee paying										
International Onshore										
International Offshore										
TOTAL Commencing	0	0	0	0	0	0	0	0	0	0
<i>Returning</i>										
Domestic FEE-HELP/HECS-HELP										
Domestic fee paying										
International Onshore										
International Offshore										
TOTAL returning	0	0	0	0	0	0	0	0	0	0
TOTAL students	0	0	0	0	0	0	0	0	0	0

Course name(s):										
Broad Field of Education:										
AQF Level(s):										
Course fee: Domestic Students										
Course fee: International Students										

	Year 1 Projection		Year 2 Projection		Year 3 Projection		Year 4 Projection		Year 5 Projection	
	EFTSL	Head-count	EFTSL	Head-count	EFTSL	Head-count	EFTSL	Head-count	EFTSL	Head-count
<i>Commencing</i>										
Domestic FEE-HELP/HECS-HELP										
Domestic fee paying										
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TOTAL Commencing	0	0	0	0	0	0	0	0	0	0
<i>Returning</i>										
Domestic FEE-HELP/HECS-HELP										
Domestic fee paying										
International Onshore										
International Offshore										
TOTAL returning	0	0	0	0	0	0	0	0	0	0
TOTAL students	0	0	0	0	0	0	0	0	0	0

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Course fee: Domestic Students										
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	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection
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Research management and supervision arrangements

Complete the table below, with a separate entry for each academic staff member who will be a primary supervisor in the course of study for which accreditation is sought.

Name	Position title and responsibilities (research discipline held, subjects supervised)	Employment arrangements	Percentage of full-time teaching load allocated per EFTSL student supervised

Attach a full CV including research publication records for each academic staff member listed in the table above.



Study pattern

Academic study pattern	
Number of teaching sessions in an academic year (for example, two semesters/three trimesters)	
Course delivery/teaching weeks per session (for example, each trimester is 12 teaching weeks) <i>Note that only teaching weeks should be included – do not include examination weeks or vacations.</i>	
If the course is delivered in intensive mode, provide details (for example, two blocks of 3 x 6-hour days – 36 hours/trimester)	
Provide details of any optional fast-track modes (for example, summer semester – six weeks, 10 hours of contact per week per subject)	
Assessment/examination weeks per calendar year (that is, over a 12-month period)	
Vacation weeks per year	
Indicate when vacation weeks are scheduled (for example, end of each semester)	
Number of subjects undertaken per year in typical full-time study mode	
Number of subjects undertaken per year in typical part-time study mode	
Weekly study pattern	
Timetabled student contact hours per week	
Expected personal/private study hours per week	
Total hours expected per week	
If applicable, provide information about any proposed practicum/work placement	
Total duration of practicum/work placement for the duration of the course of study	
Specify when practicum/work placement is undertaken during the course of study (for example, 10-day work placement conducted two days per week in the last five weeks of trimester 3, or 100 hours during year 2).	

Total course workload hours	
Total timetabled course delivery hours for the course of study	
Total personal/private study hours for the course of study	
Total practicum/work placement hours for the course of study	
Other (please specify)	
Total hours for the course	



Unit outline

Copy and complete this template for as many unit outlines as required.

Name of unit
<input type="text"/>

Unit description
<input type="text"/>

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1.2 Core or elective unit

Indicate if the unit is a:

core unit

elective unit

other (please specify below):

<input type="text"/>

1.3 Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
<input type="text"/>	<input type="text"/>

1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
<input type="text"/>	<input type="text"/>	<input type="text"/>

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: _____ hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the unit and provide details in the following text box: If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

- Face to face on site
- E-learning (online)
- Intensive/block mode (where the unit or a face to face component is delivered in a block)
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track
- Other (please specify)

<input type="text"/>

1.6 Work-integrated learning activity

If the unit includes a work-integrated learning component (where completion of the unit requires students to undertake learning in a workplace outside of their higher education provider), provide details including the rationale, the specification and methods for assessing the learning outcomes, monitoring arrangements and whether the work integrated learning is required for professional accreditation. If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

Also if available, upload copies or templates of the formal agreements with third parties for the work-integrated learning activity, using the 'Attach evidence here' function of the online form.

Refer to the TEQSA Guidance Note on Work-Integrated Learning as required (available on the TEQSA website).

1.7 Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.8 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If YES, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS

Learning outcomes for the unit On successful completion of this unit students will be able to:

Topics included in the unit

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.