



The Australian Higher Education Graduation Statement is provided by Australian higher education institutions to graduating students on completion of the requirements for a particular higher education award. It provides a description of the nature, level, context and status of studies that were pursued by the individual named. Its purpose is to assist in both national and international recognition of Australian qualifications and to promote international mobility and professional recognition of graduates.

1. The Graduate

Name: Christopher Edwin Thomas Mahoney
Student number: 17506511

2. The Award

Bachelor of Applied Leadership and Critical Thinking

Detail: The Bachelor of Applied Leadership and Critical Thinking, taught in English, normally takes three years of full-time study or the equivalent part-time. Students are only eligible to graduate from this degree following completion of another Western Sydney University undergraduate degree with a record of academic excellence. Additional course details are available on the University's website at www.westernsydney.edu.au

Pathway to further study: Graduates have access to a range of graduate certificates, graduate diplomas and in some cases masters degrees.

3. Awarding Institution

Western Sydney is a large, research-led and comprehensive metropolitan university serving a growing and diverse urban region. The University commenced operation in 1989 following the passage of the University of Western Sydney Act 1988, and was established in its present form as a unified, multi-campus University in 2000.

Certification: 1 May 2018

A handwritten signature in black ink, appearing to read 'D' followed by a surname.

Angelo Kourtis
Vice-President and Registrar





4. Graduate's Academic Achievements

Award: Bachelor of Applied Leadership and Critical Thinking with Distinction

Graduated: 1 May 2018

Unit		Credit Points	Mark	Grade
2015 Summer B Session				
200855	Leadership in a Complex World	10	85	High Distinction
2016 Spring Session				
301070	Logic, Rhetoric and Argumentation	10	68	Credit
2017 Summer A Session				
102212	Internship and Community Engagement	10	80	Distinction
2017 Autumn Session				
102211	Creativity, Innovation and Design Thinking	10	80	Distinction
301071	Introduction to Critical Thinking	10	83	Distinction
2017 Second Half Year Session				
102250	Ethical Leadership	10	88	High Distinction
301072	Innovation Lab	10	81	Distinction
2018 Summer A Session				
301069	Research Stories	10	69	Credit

Advanced Standing Granted:

Unit Credited	Institution	Credit Points
Elective Unit(s) - Level 1	University of Western Sydney	60
Elective Unit(s) - Level 2	University of Western Sydney	60
Elective Unit(s) - Level 3	University of Western Sydney	40





Course Grade Point Average (GPA): 6.000

Western Sydney uses a 7 point grading scale for GPA calculation.

Key to Grading:

Description	Mark Range
High Distinction	85-100
Distinction	75-84
Credit	65-74
Pass	50-64
Satisfactory	Student has met standards at an appropriate level
Fail	0-49
Compulsory Fail	Student has failed a compulsory assessment component of this unit
Unsatisfactory	Student has not met defined standards at an appropriate level

Honours Award Levels:

Honours Class I

Honours Class II – Division 1 and Division 2

Honours Class III

Further information regarding the University's Assessment Policy can be accessed via www.uws.edu.au/policies

Special achievements, recognition and prizes

Academy Citizen Scholar Award

Dean's Merit List

2017

End of Section 4. Section 5 – Description of the Australian Higher Education System follows on next page.





5. Description of the Australian Higher Education System

Introduction

The Australian higher education system consists of self-governing public and private universities and higher education institutions that award higher education qualifications.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools.



The AQF has 10 levels, each with defined criteria based on a taxonomy of learning outcomes. Higher education qualifications are placed between level 5 (the Diploma) and level 10 (the Doctoral Degree). The Bachelor Degree is at level 7. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of the knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type. The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

The main AQF qualifications awarded by higher education institutions are Bachelor Degrees, Masters Degrees and Doctoral Degrees. There are also three qualifications at the sub-degree level: the Diploma, the Advanced Diploma and the Associate Degree. At the graduate level but below the Masters Degree are the Graduate Certificate and Graduate Diploma.

Level	Summary	Qualification Type
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Certificate I
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Certificate II
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Certificate III
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Certificate IV
Level 5	Graduates at this level will have specialised knowledge and skills for skilled and/or paraprofessional work and/or further learning	Diploma
Level 6	Graduates at this level will have broad knowledge and skills for paraprofessional and/or highly skilled work and/or further learning	Advanced Diploma Associate Degree
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Bachelor Degree
Level 8	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Bachelor Honours Degree Graduate Certificate Graduate Diploma
Level 9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Masters Degree
Level 10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice	Doctoral Degree





Admission

Requirements for admission to particular awards are set by higher education institutions and provide a range of routes for entry and only admit those students considered to have potential to complete an award successfully. Admission of school leavers to undergraduate awards is typically on the basis of the level of achievement in Year 12 secondary education, although some institutions and awards also use interviews, portfolios or demonstrated interest or aptitude. Most institutions also provide alternative entry provisions via bridging or foundation programs for mature age students or other special provisions, such as recognition of prior learning from previous study. Admission to post-graduate awards is generally based on the level of achievement in previous higher education studies and in most cases, admission to PhD awards is based on high achievement in a research Masters Degree or in a Bachelor Degree with first class honours or second class honours division A.

Quality

Quality assurance and stringent approval requirements for higher education institutions ensure that Australia has an international reputation for high quality education.

The Tertiary Education Quality and Standards Agency (TEQSA) was established on 30 July 2011 as a new national regulator and quality assurance agency for higher education. TEQSA is an independent body with the powers to regulate university and non-university higher education providers and monitor quality against standards.

From 29 January 2012 TEQSA assumed responsibility for registering and re-registering providers and accrediting and re-accrediting awards for higher education providers that do not have authority to accredit their own awards. At the time of registration, re-registration, accreditation and/or re-accreditation, TEQSA evaluates the performance of a higher education provider against the Higher Education Standards Framework. The Standards Framework comprises: Provider Registration, Category and Course Accreditation Standards and Qualification Standards (based on the AQF). The Higher Education Standards Panel, which is independent from TEQSA, is responsible for developing and monitoring the Standards Framework.

TEQSA also undertakes quality assessments of individual providers or reviews issues within the sector across a cohort (thematic reviews). These reviews help to identify sectoral good practice, guide sectoral quality enhancement and inform policy and research.

TEQSA's primary aim is to ensure that students receive a high quality education at any of Australia's higher education institutions.

All higher education institutions receiving Australian Government financial support must meet quality and accountability requirements that are set out in the Higher Education Support Act 2003. The Australian Government also uses a range of tools to measure and monitor the quality of outcomes, while the interests of international students are protected by the Education Services for Overseas Students Act 2000 and the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), providing tuition assurance and ensuring that institutions listed on CRICOS meet defined minimum standards.

