

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

2621188 Donovan Jeffrey Crichton

2. The Award

Name of Award: Bachelor of Information Technology
Conferral Date: 19 July 2017
Testamur: 235738

Details:

This award, taught in English, normally takes 3 years of full-time study or the equivalent part-time study. Admission is normally based on secondary and/or tertiary results as well as meeting Year 12 subject prerequisites.

This award is accredited at AQF Level 7 - Bachelor Degree.

3. Awarding Institution

Griffith University, established by an Act of the Queensland Parliament on 21 September 1971, is a multi-campus learning and research centred public university located in the Gold Coast - Brisbane corridor of south-east Queensland and is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. Griffith, a member of Innovative Research Universities Australia IRU(A), focuses its research programs on areas of international strength. The University's Commonwealth Register of Institutions and Courses for Overseas Students number is 00233E.

For more information about Griffith University visit www.griffith.edu.au

Certification:

19 July 2017



Academic Registrar

2621188 Donovan Jeffrey Crichton

4. Graduate's Achievements

Name of Award: Bachelor of Information Technology
 Conferral Date: 19 July 2017
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Semester 1 2015

1621ICT	Web Design and Development	10CP 6
2004ICT	System Analysis and Design	10CP 7
2402ICT	Discrete Mathematics	10CP 7
2501ICT	Programming Mobile Application	10CP 7

Transfer Credit from TAFE Queensland Gold Coast

1001ICT	Introduction to Programming	10CP
1004ICT	Foundations of Comp Systems	10CP
1005ICT	Object Oriented Programming	10CP
1007ICT	Computer Systems and Networks	10CP
1012ICT	Communications for ICT	10CP
1410ICT	Intro to Info Systems	10CP
9999TRCR	Free Choice Elective	20CP

Semester 2 2015

1612ICT	Interactive App Develop	10CP 7
2001ICT	Project Management	10CP 6
2002ICT	Database Design	10CP 7
2508ICT	Principles of Intelligent Syst	10CP 7

Semester 1 2016

1011SCG	Mathematics 1A	10CP 6
3530ICT	Scientific and Parallel Comput	0CP 1

Semester 2 2016

1012SCG	Mathematics 1B	10CP 6
3020ICT	Industry Affiliates Program	20CP 6
3410ICT	Professional Issues in IT	10CP 7

Trimester 1 2017

3420ICT	Systems Programming	20CP 7
3421ICT	Multiagent Systems	10CP 5

Bachelor of Information Technology GPA 5.89

Special Achievements, Recognition and Prizes:

Awarded Griffith Award for Academic Excellence 2015

The Australian Higher Education Graduation Statement relates to study while enrolled in the award named above only. For a complete history of academic results achieved at Griffith, please see the graduate's Official Academic Transcript.

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 work 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.

GRADES AND NOTATIONS

PASSING GRADES	FAILING GRADES
Study Completed <i>from</i> 1 January 2013	Study Completed <i>from</i> 1 January 2013
7 – High Distinction 6 – Distinction 5 – Credit 4 – Pass	3 – Fail 2 – Fail 1 – Fail 0 – FNS (No assessment submitted) 0 – WF (Withdrew after final date)
Study Completed <i>prior</i> to 1 January 2013	Study Completed <i>prior</i> to 1 January 2013
High Distinction (HD) Distinction (D) Credit (C) Pass (P)	Fail Fail – No assessment submitted Withdrawn with Failure – Withdrew after final date

NOTATIONS	DESCRIPTION
CTG – Continuing Grading DEF – Deferred Examination RW – Result Withheld UNF – Unfinalised W – Withdraw WF – Withdrawn with failure NGP/NGF – Non-graded Pass/Non-graded Fail	To be graded in a subsequent semester/trimester Grade to be finalised Grade to be finalised Grade to be finalised Withdrew without failure Withdrew after final date These grades are used when the course is assessed on a Pass/Fail basis. No higher grades are awarded.
Study Completed <i>from</i> 1 January 2013	
SUP/SSP – Supplementary Assessment	Grade to be finalised
Study Completed <i>prior</i> to 1 January 2013	
SP/SS – Supplementary Assessment	Grade to be finalised
Pass Conceded (PC)	Not achieved a passing grade but demonstrated a level of performance close to that of a passing grade.

GRADE POINT AVERAGE	
To determine a Grade Point Average (GPA) calculation – see the Grade Point Average Policy. GPA's shown on an Official Academic Transcript may be recorded as:	
Career GPA	Summation over all attempts at all courses over all trimesters while the student has been enrolled at a particular career level (undergraduate or postgraduate). This summation is cumulative across programs if the student transfers between programs. The summation is cumulative when a student graduates from a program, and subsequently enrolls in another program.
Program GPA	Summation over all attempts at all courses over all trimesters while the student has been enrolled in the particular program.