



UNIVERSITY OF TASMANIA

Australian Higher Education Graduation Statement

1. the graduate

Full Name Nicholas Charles Ham

Student Number 077214

2. the award

Name of Award

Bachelor of Economics and Bachelor of Science

Detail

The Bachelor of Economics and Bachelor of Science is an undergraduate program consisting of 32 units, taught in English and normally takes 4 years full-time or equivalent part-time study to complete.

Admission to the program is based on meeting the University's general entry requirements, including Mathematics Applied or equivalent, or a higher level Mathematics subject.

Features

The Bachelor of Economics and Bachelor of Science produces adaptable graduates, with appropriate professional, technical and scientific skills to meet the existing needs and demands of industry, business and government agencies.

The Economics component equips students with a detailed understanding of national and international economic issues and factors which determine how macro and micro economic systems are organised and how decisions are made by individuals, firms, and governments. The science component introduces students to a range of scientific subject areas. In their final year students major in one science subject area, providing them with advanced knowledge and analytical skills in that area.

Pathway to further study

Honours, Graduate Certificate, Graduate Diploma, Masters by Coursework, Masters by Research, Doctor of Philosophy

Accreditation

Graduates of the Bachelor of Economics and Bachelor of Science may be eligible for membership of the Economics Society of Australia and the Australian Institute of Banking & Finance. Membership of Science professional bodies and organisations will depend on the graduate's specialised area of science study.

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.

certification



Toni Hickey
Director,
Student & Academic Administration

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3. awarding institution

The University of Tasmania is a comprehensive public university founded in 1890 by an Act of the Colony's Parliament.

For more information about the University visit www.utas.edu.au.

4. generic attributes of graduates of the University of Tasmania

The Generic Attributes of Graduates of the University of Tasmania set out below act as a common set of outcomes expected of all graduates of the University.

Knowledge	<i>Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development</i>	<ul style="list-style-type: none">- Apply technical and information skills appropriate to their discipline or professional area;- Use a wide range of academic skills (research, analysis, synthesis etc);- Understand the limitation of, and have the capacity to evaluate, their current knowledge;- Develop a broad knowledge base and respect the contribution of other disciplines or professional areas;- Identify, evaluate and implement personal learning strategies;- Learn both independently and cooperatively;- Learn new skills and apply learning to new and unexpected situations;- Recognise opportunities.
Communication Skills	<i>Graduates will be able to communicate effectively across a range of contexts</i>	<ul style="list-style-type: none">- Demonstrate oral, written, numerical and graphic communication;- Use the medium and form of communication appropriate for a given situation;- Present well-reasoned arguments, using technology as appropriate;- Access, organise and present information, particularly through technology-based activity;- Listen to and evaluate the views of others.
Problem-solving Skills	<i>Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems. They will have developed competencies in information literacy</i>	<ul style="list-style-type: none">- Identify critical issues in the discipline or professional area;- Conceptualise problems and formulate a range of solutions;- Work effectively with others;- Find, acquire, evaluate, manage and use relevant information in a range of media.
Global Perspective	<i>Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives</i>	<ul style="list-style-type: none">- Demonstrate an awareness of the local and global context of their discipline or professional area;- Function in a multicultural or global context.
Social Responsibility	<i>Graduates will act ethically, with integrity and social responsibility</i>	<ul style="list-style-type: none">- Acknowledge the social and ethical implications of their actions;- Appreciate the impact of social change;- Be committed to access and equity principles in their discipline or professional area, and society in general;- Demonstrate responsibility to the local community, and society generally.



5. description of the Australian higher education system

Introduction

The Australian higher education system consists of independent, self-governing public and private universities and higher education institutions that award higher education qualifications. All higher education providers must be listed on the Australian Qualifications Framework Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia. This register is developed under instructions from Commonwealth, State and Territory Education and Training Ministers (See: <http://www.aqf.edu.au>).

Qualifications

The Australian Qualifications Framework (AQF) is a single national and comprehensive system of qualifications offered by higher education, vocational education and training, and secondary schools. The AQF comprises a set of national qualifications (ie awards), titles and qualification descriptors (See accompanying diagram). The AQF specifies the main criteria for defining qualifications based on the general characteristics of learning outcomes at each qualification level. The main qualifications awarded by higher education institutions are bachelors, masters and doctoral degrees, and graduate certificates and graduate diplomas. Research higher degrees at masters and doctoral level are normally assessed by external examiners. The higher education qualifications descriptors are periodically reviewed against best national and international practice. Guidelines for each qualification title are published in the Australian Qualifications Framework Implementation Handbook (<http://www.aqf.edu.au>).

Admission

Requirements for admission to particular programmes are set by individual universities and colleges that generally provide a range of routes for entry and admit those students considered to have potential to successfully complete programmes of study. Admission of school leavers to undergraduate programmes typically is on the basis of the level of achievement in Year 12 secondary education, although some institutions and programmes 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. Admission to post-graduate programmes is generally based on the level of achievement in previous higher education studies; in most cases, admission to PhD programmes is based on high achievement in a research masters degree or in a bachelors degree with first class honours or second class honours division A.

Quality

Australia has an international reputation for high quality education that is built on best practice in accreditation, quality recognition, quality assurance, and student consumer protection. All higher education institutions must be accredited by State and Territory Governments in accordance with strict criteria detailed in the National Protocols for Higher Education Approval Processes. These Protocols are nationally agreed principles that ensure consistent criteria and standards across Australia in such matters as the recognition of new universities, the operation of overseas higher education institutions in Australia, and the accreditation of higher education courses offered by institutions other than universities (See: <http://www.deewr.gov.au>).

All 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 Service for Overseas Students Act 2000 and its National Code, providing tuition and financial assurance and a consistent approach to institution registration.



Australian Universities are autonomous bodies that are responsible for managing quality through internal accreditation processes and commitment to codes of practice. Universities and other higher education providers are required by legislation to have in place appropriate quality assurance processes. These processes are periodically audited by the Australian Universities Quality Agency (AUQA).

AUQA is Australia's principal national quality agency for higher education. It is an independent body that undertakes quality audits of higher education institutions and accreditation authorities (See: <http://www.auqa.edu.au>). AUQA publicly reports on performance and outcomes, assists in quality enhancement and advises on quality assurance.

Australian **Qualifications Framework**

School Sector Qualifications	Vocational Education and Training Sector Qualifications	Higher Education Sector Qualifications
		Doctoral Degree
		Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Associate Degree, Advanced Diploma
	Diploma	Diploma
Senior Secondary Certificate of Education (SSCE)	Certificate IV	
	Certificate III	
	Certificate II	
	Certificate I	