The Australian education system described and compared with the Dutch system
This document provides information about the education system of Australia. It also includes the Dutch comparison of qualifications obtained in Australia.

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Education system Australia

Education level

Duration of education

Click here to view a sample of the diploma
# Australian Qualification Framework

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning</td>
<td>Graduates at this level will have knowledge and skills for work in a defined context and/or further learning</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for work, and/or further learning</td>
<td>Graduates at this level will have specialist knowledge and skills for skilled or professional work and/or further learning</td>
</tr>
<tr>
<td><strong>Qualification Type</strong></td>
<td>Certificate II</td>
<td>Certificate III</td>
<td>Certificate III</td>
<td>Certificate IV</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
<th>Level 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Graduates at this level will have broad knowledge and skills for paraprofessional, highly skilled work and/or further learning</td>
<td>Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning</td>
<td>Graduates at this level will have advanced knowledge and skills for professional, highly skilled work and/or further learning</td>
<td>Graduates at this level will have specialist knowledge and skills for research, and/or professional practice and/or further learning</td>
<td>Graduates at this level will have systematic and critical understanding of a complex field of learning and specialist research skills for the advancement of learning and/or for professional practice</td>
</tr>
<tr>
<td><strong>Qualification Type</strong></td>
<td>Advanced Diploma</td>
<td>Bachelor Degree</td>
<td>Bachelor Honours Degree</td>
<td>Masters Degree</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td>Associate Degree</td>
<td></td>
<td>Graduate and Vocational Graduate Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graduate and Vocational Graduate Diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation chart

In the following chart, the left part lists foreign qualifications with corresponding levels in the national qualifications frameworks. The right part lists the Dutch comparisons, with corresponding levels in the Netherlands and European qualifications frameworks.

<table>
<thead>
<tr>
<th>Degree or qualification and AQF level</th>
<th>Dutch equivalent and NLQF level</th>
<th>EQF level</th>
</tr>
</thead>
</table>
| Higher School Certificate/Queensland Certificate of Education/South Australian Certificate of Education/Qualifications  
Tasmanian Certificate of Education/Victorian Certificate of Education/Western Australian Certificate of Education/ACT Year 12 Certificate/  
Northern Territory Certificate of Education | -  
HAVO or VWO diploma | 4/4+  
4 |
| Diplomas/advanced diplomas  
(at higher education level) | 5/6  
1 to 2 years of HBO | 5  
5 |
| Graduate diplomas  
(1 to 2 years) | 8  
Post-HBO diploma | >6/7  
>6/7 |
| Bachelor's degree | 7  
HBO or WO bachelor's degree | 6  
6 |
| Honours Bachelor's degree | 8  
In most cases WO bachelor's degree | 6  
6 |
| Master's degree | 9  
HBO or WO master's degree | 7  
7 |

**NB**

- The information provided in the table is a general recommendation from which no rights may be derived.
- The evaluation of a foreign qualification in terms of the EQF/NLQF does not necessarily mean that all of the learning outcomes associated with these levels have been achieved.
- The information regarding international study programmes at VMBO and MBO level is issued by SBB, the foundation for Co-operation on Vocational Education, Training and the Labour Market.
Introduction

The Commonwealth of Australia includes the entire Australian continent including the island of Tasmania and has a population of around 21 million. Australia has been a nation of immigrants since its very beginnings. Twenty-three per cent of the population was born overseas, and at least 27% of the inhabitants have at least one parent from another country. The vast majority of immigrants are of European descent, although recent decades have seen an influx of immigrants from Asian countries.

Australia is divided into six states (New South Wales, Queensland, Western Australia, South Australia, Tasmania and Victoria) and two territories (the Northern Territory and the Australian Capital Territory), and has three levels of government: federal, state/territorial and local. In Australia, the state/territorial and federal authorities are jointly responsible for education (on federal level the Department of Education, Employment and Workplace Relations and the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) and). The responsibility for general funding and coordination of education lies with the federal government, whereas the budgeting for individual schools is left to the states/territories. National education targets are formulated in joint consultation. In 1995, the Australian Qualifications Framework (AQF) was introduced for all post-compulsory education (starting at approximately 15 or 16 years of age). The AQF distinguishes between three different education sectors: the Schools Sector, the Vocational Education and Training Sector and the Higher Education Sector. An important goal of the AQF is to facilitate mobility between the various sectors (flexible pathways), and to promote the recognition of a variety of types of working and learning.

The states and territories all have their own department of education that is responsible for government-funded primary and secondary schools. See under Addresses. The education departments formulate their own policy with regard to school organization, curricula (including approval), student/teacher assessment, certificates, distance education, special education, admission of international students and allocation of resources and project coordination.

Education is compulsory for children aged 6-16. The official language of instruction is English.

The academic year for secondary and higher education in Australia coincides with the calendar year, starting in January/February, and ending in November/December.
Primary and secondary education

Secondary education in Australia lasts 5 or 6 years depending on the state or territory, and follows either seven or six years of primary school, depending on the location. Pupils who finish secondary school have therefore completed a total of 12 years of primary and secondary school.

Secondary school starts in Year 6 or Year 7, and consists of two stages: secondary school, finishing with Year 10, and senior secondary school, made up of Year 11 and Year 12. The subjects taken in the first two years are general in nature and compulsory for all pupils. Pupils must take at least six subjects per school term. The core subjects include English, mathematics, physics, social studies, the environment, foreign language, technology and creative subjects. A certificate is only awarded after Year 10 in New South Wales and the Australian Capital Territory, called the ‘School Certificate’ in NSW, and the ‘ACT Year 10 Certificate’ in the ACT.

The last 2 years of secondary school (Year 11 and Year 12) are crucial in determining students’ chances for admission to higher education. Pupils can take a vocationally-oriented, general or pre-university curriculum, depending on their individual talent and ambitions. The terminology used, the manner of expressing the study load of individual subjects and assessment systems differ between states/territories, making a detailed description of each system impossible here. In many cases, the statement of results that comes with the certificate provides an explanation of the system used. Moreover, much information on this topic is available online (see under Addresses).

Pre-university education provides pupils with a programme that treats the material in greater detail, preparing them for the higher education study programme of their choice. Pupils usually choose subjects that correspond to the tertiary study programme. Final grades are determined by school examinations (among other criteria), however most states also use some form of external assessment (state-wide examinations or external government supervision).

At the end of Year 12, pupils receive a certificate. The following list provides an overview of the terminology used in the various states/territories for the final certificates:

- **New South Wales**: Higher School Certificate
- **Queensland**: Queensland Certificate of Education
- **South Australia**: South Australian Certificate of Education
- **Victoria**: Victorian Certificate of Education
- **Western Australia**: Western Australian Certificate of Education
- **Australian Capital Territory**: ACT Year 12 Certificate
- **Northern Territory**: Northern Territory Certificate of Education
The certificates obtained should be assessed separately, together with the Tertiary Entrance Score. See under Admission to higher education.

In terms of level, the secondary school certificates listed above are comparable to a HAVO or VWO diploma in the Netherlands, depending on the subjects taken and their difficulty.

The Australian government is developing a new senior secondary education curriculum that in the near future will lead to the award of the prestigious Australian Baccalaureate. It is expected that the first students will start with this new challenging curriculum, that must be the Australian answer to for example the British A level and the French Baccalaureat, in 2015/2016.

**Admission to higher education**

Students seeking admission to higher education also receive a so called Tertiary Entrance Score (or the equivalent thereof which differs per state). To qualify for a TES the student must meet certain requirements concerning the study programme and level, while the final score determines to which higher education institution the student could be admitted. Students with a strong TES, have prepared for admission to higher education in Australia and have obtained a level that is comparable to a Dutch HAVO diploma, and in many cases a VWO diploma.

In most cases, admission to higher education is based on the results obtained in years 11 and 12, and on the Tertiary Entrance Score issued by the state/territory. The states and territories each have their own method of calculating the Tertiary Entrance Score, which universities then use to determine whether or not to admit a student. The criteria for a satisfactory TES vary greatly, depending on the university and the study programme in question. For example, a Tertiary Entrance Rank of 60 is enough for many programmes in South Australia, but a score of 90 is required for programmes with a limited intake. All Australian universities accept the score/rank/index of other states/territories. For candidates who cannot produce a Year 12 or TES certificate, there are various alternative routes to higher education, such as completing a Foundation year, a combination of certificates from the Vocational Education and Training Sector and/or recognition of prior learning (RPL).

Admission to Australian universities is based on a quota system. Most programmes therefore apply a performance-based selection process. Students are allocated based on their performance in the centralized state/territory examinations, which are scaled according to the results of other students who also took examinations in the same year.
This means that the required entrance scores can vary from year to year, and also between programmes or disciplines.

Admission to higher education uses a decentral system. There are different admission centers involved in selecting suitable candidates:

1. The Victorian Tertiary Admissions Centre (VTAC) is responsible for handling the applications for admission to all universities from Victoria and for Charles Sturt University (NSW) and colleges from Victoria.
2. The Queensland Tertiary Admissions Centre (QTAC) is responsible for the application process and providing information to future students on behalf of all universities in Queensland (including the private institution Bond University) and for some programmes of universities in New South Wales.
3. The South Australian Tertiary Admissions Centre (SATAC) streamlines the applications for four universities in South Australia and Northern Territory (Charles Darwin University (NT), Flinders University of SA, University of Adelaide, University of South Australia) and for colleges in South Australia.
4. The University Admissions Centre (UAC) is responsible for dealing with the applications for admission to all universities in Australian Capital Territory and New South Wales.
5. The Tertiary Institutions Service Centre (TISC) deals with applications for admission to universities from Western Australia.
6. The University of Tasmania and the University of Notre Dame do not use an admission center for the selection procedure, but deal with the applications themselves.

The above mentioned centers (see websites under Adresses) mainly deal with applications for admission to undergraduate courses, however some of them, like the UAC, also deal with postgraduate courses. Furthermore, these centers calculate the admission score (since 2010 the common name for this score is ATAR) of the students and issue the ATAR score to the students (except for Queensland). They also organise certain admission examinations, like the Special Tertiary Admissions Test (STAT), which is meant for adult students, testing their analytical study skills and English competencies.
**ATAR**

The Australian Tertiary Admission Rank (ATAR) plays an important role in the admission procedure. It is shown as a number on a scale between 0 and 99.95. It is not a score, but a ranking indicating how the results of the student compare to those from other students in the same academic year.

Until 2009 ATAR had various names in the different states:

- Universities Admission Index (UAI) in New South Wales and the Australian Capital Territory
- Equivalent National Tertiary Entrance Rank (ENTER) in Victoria
- Tertiary Entrance Rank (TER) in South Australia, Western Australia, Northern Territory and Tasmania.

In Queensland the ATAR-equivalent is the so called Overall Position (OP). This ranking is used for Year 12 students (score 1-25, 1 being the highest). Also the Selection Rank (1-99) plays an important role for other students. A bonus system is used here as well.

The OPs are calculated and issued by the Queensland Studies Authority (QSA) in a Tertiary Entrance Statement. The top 20 per cent of the students usually falls into Bands 1-6, while 75 per cent of the students end up in Bands 7-21. Only students that have completed 20 semester units in Authority subjects and took the QCS Test, can get an OP. More Information is available at the website of the Queensland Studies Authority. See under Addresses.

Queensland herewith is the only state that does not use the word ATAR. There are conversion tables to converse the scores from Queensland into an ATAR score.

Only students meeting certain requirements obtain an ATAR score. This has to do with certain subjects that have to be completed (NSW 10 ATAR subjects) and the score is calculated based on the results for at least two English subjects and eight other subjects. The so called cut-offs of the universities indicate per year the minimally required ATAR score per programme. These can vary greatly, depending on the institution, study area and study program. For honours programmes higher scores are required as well as for medical bachelors (nursing, physiotherapy, psychology).

Furthermore it is possible to get bonus points on top of the ATAR score based on the postal code of the student (regional bonus) or based on good results for certain relevant subjects in Year 12 (subject bonus).

For admission, the institutions also set certain minimum requirements the student has to meet: this could be certain required subjects (subject prerequisites), like for example English and mathematics, or participation in an interview or audition.
Higher education

In Australia, higher education is provided by universities that are ‘self-accrediting’ (i.e. that are responsible for the quality of their own programmes and degrees), and by non-university institutes of Higher Professional education, known as ‘non self-accrediting higher education institutions’. With the exception of two private universities (Bond University and The University of Notre Dame), universities in Australia are public institutions. Although there is a larger number of private institutions among the non-university institutions for higher professional education, most are public.

Before 1990, Australia had a binary education system, with Colleges of Advanced Education that provided professional programmes, and universities that were responsible for research-oriented programmes. In 1990, both types of institutions became universities, able to offer both professional and academic programmes.

Higher education in Australia is characterized by a high level of diversity and flexibility. Education policy is geared towards facilitating mobility between different types of education, e.g. between MBO-type post-secondary education and higher education. This not only allows people from different educational backgrounds to take part in higher education, but also means that an increasing number of universities are offering professional, non-degree programmes themselves (Vocational Education and Training, or VET).

The delivery of Australian courses through transnational education has recently been expanding quickly. According to the Transnational Quality Strategy (TQS) framework adopted in 2005 by Australian education ministers, Australian courses offered through transnational education should be equivalent in standards to those delivered within Australia.

The AusLIST is a searching tool for Australian programs offered through transnational education. See under Addresses. The list was established in 2008 to search for Australian providers overseas. The list is not complete, as registration is voluntary and distance and online education courses are not included.
University education

Australia currently has 43 self-accrediting universities, and a much larger number of non-university institutes for professional education. See under List of higher education institutions. In principle, the degrees awarded by both types of institution are regarded as equivalent.

University education in Australia places emphasis on the development of critical thought and of independent intellectual activities. Students enjoy a great deal of freedom in creating their study programme. However, they must satisfy the requirements in terms of the number of course credits obtained at the required level. Most study programmes consist of a broad basis, moving towards increased specialization. Australian bachelor’s programmes often combine practical and academic components, making a clear comparison with a Dutch HBO or WO degree difficult.

Bachelor’s degree
The first degree awarded by most Australian universities is the bachelor’s degree, of which there are several types. The ordinary/pass bachelor’s degree is awarded upon successful completion of a 3-year full-time programme in a field such as arts and sciences. Some professional bachelor’s degrees last 4 years, in fields such as law, engineering and social work, and are usually indicated by Bachelor of Laws, Bachelor of Social Work, etc. The length of the programmes can be checked online or via other sources. The subject codes usually indicate whether a programme lasts for 3, 4 or more years. These codes differ from institution to institution, but in most cases, one of the numbers used in the code indicates whether the subject is a first, second, third or fourth-year subject.

The content of bachelor’s degrees focuses on the major. Generally speaking, Australian bachelor’s degrees have no liberal arts component.

In addition to an ordinary bachelor’s degree, students can obtain an Honours degree, or Degree with Honours, which can be awarded following completion of an additional year of research and study to students who achieved good final results during their 3-year bachelor’s programme, or following completion of a more challenging integrated 4-year programme, intended for promising students. The honours year is primarily intended to teach additional knowledge of the research techniques necessary for postgraduate study. Honours degrees are also classified as either First Class or Second Class. Students who obtain a First or Second class honours degree in the Upper Division have direct access to PhD programmes.

Australian universities also award combined bachelor’s degrees, which cover two subject areas. These programmes usually take 5 years to complete, and students are awarded a bachelor’s degree with two different majors. Combined bachelor’s degrees are available in a range of fields, and universities are free to determine the content and length of each individual programme.
In terms of level, the Bachelor’s degree (AQF level 7) is comparable in the Netherlands to an HBO or WO bachelor’s degree, depending on the type of study and the specialization.

Full description of AQF level 7:

In terms of level, the Honours Bachelor’s degree (AQF level 8) is in most cases comparable in the Netherlands to a WO bachelor’s degree, and sometimes an HBO bachelor’s degree, depending on the specialization.

Full description of AQF level 8:

**Note:** Ordinary/pass bachelor’s degrees often contain no research component. For this reason it may be advisable to ask for an honours bachelor’s degree for admission to a WO master’s programme in the Netherlands.

**Master’s degree**
A master’s degree is usually awarded following a 2-year postgraduate and/or research programme after a 3-year bachelor’s programme (or 1 year after a 4-year bachelor’s). Australia has two types of master’s programmes: a research master’s based on research and a final paper, and a master’s based on coursework, in which students take classes and, in most cases, must also conduct some research. Research-based master’s programmes are examined externally and are generally completed by students seeking admission to a subsequent PhD.

In terms of level, the Master’s degree (AQF level 9) is comparable in the Netherlands to an HBO or WO master’s degree, depending on the specialization.

Full description of AQF level 9:
PhD degree

All Australian universities provide programmes up to and including PhD-level (AQF level 10). For full description see: www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_51-72.pdf). To be eligible for admission, candidates minimally must have completed an honours bachelor (IIA), or must have completed a master's programme (in most cases a research master's) in a relevant subject area. The nominal duration of the doctorate differs and usually lies between 2 to 4 years. A PhD programme can generally be completed within 3 years of study and research.

Higher professional education

With a few exceptions, most non-university higher professional education institutions are not self-accrediting, but fall under the supervision of the competent authorities in the relevant state or territory. Most institutions offer professional programmes of varying lengths in the field of art, business administration, theatre, tourism and hospitality, music, religion and theology, and teacher-training programmes. In addition to bachelor’s, master’s, and in some cases even PhD degrees, these institutions can also award Diplomas, Advanced Diplomas and Graduate Diplomas, varying in length from 1 to 2 years. The Diploma and the Advanced Diploma are educational qualifications that can be awarded in either the Vocational Education and Training sector or the Higher Education sector.

Students with an Advanced Diploma as a higher education qualification can be granted exemptions in a bachelor's programme. The large variety in diplomas and degrees that are awarded by non-university institutions makes it impossible to provide a single, clear equivalent. A Diploma or Advanced Diploma can be either at MBO or HBO level, depending on the sector and the level of the study programme in Australia. A Graduate Diploma is at a lower level than an Australian master’s degree.

In terms of level, a Diploma or Advanced Diploma (AQF level 5/6) obtained at higher education level is comparable in the Netherlands to 1 to 2 years of higher professional education (HBO), depending on the sector and the level of the study programme. Full description of AQF level 5 and 6: www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_37-50.pdf.
In terms of level, a Graduate Diploma (AQF level 8) is comparable in the Netherlands to a post-HBO diploma in the Netherlands.

Full description of AQF level 8: 

### Assessment systems

Australian universities use a variety of systems to indicate marks and course credits. The three most common systems are given below. Most universities issue notes on their points system in a separate document, or explain it on the reverse side of the statement of results. Conversion of course credits between universities occurs on a case-by-case basis.

<table>
<thead>
<tr>
<th>In percentages</th>
<th>Description</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100% (85-100%)</td>
<td>High distinction</td>
<td>Very good - excellent</td>
</tr>
<tr>
<td>70-79% (75-84%)</td>
<td>Distinction</td>
<td>Good</td>
</tr>
<tr>
<td>60-69% (65-74%)</td>
<td>Credit</td>
<td>Quite satisfactory</td>
</tr>
<tr>
<td>50-59% (50-64%)</td>
<td>Pass</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>0-49%</td>
<td>Fail</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

There is also an assessment system using letters (A-E, with A as the highest possible score) and a system using numbers (1-7, with seven as the highest).

Australia has no uniform points system. Information on the system used by a particular university is usually provided in the course guide (calendar).
### Qualification frameworks

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. The AQF was first introduced on 1 January 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools. It was phased in over 5 years, with full implementation from January 2000. The AQF replaced the Register of Australian Tertiary Education (RATE) in 1995 (Register of Australian Tertiary Education (RATE) 1991). In the AQF there are 10 levels with level 1 having the lowest complexity and AQF level 10 the highest complexity. The levels are defined by criteria expressed as learning outcomes. There are 16 AQF qualification types from across all education and training sectors and each, with the exception of the senior Secondary Certificate of Education, is located at one of the 10 levels. More Information on the AQF qualification types is available on the website of the AQF, see www.aqf.edu.au/Portals/0/Documents/Handbook/AustQuals%20FrmwrkFirstEditionJuly2011_FINAL.pdf.

Advantages of the AQF are: lifelong learning is encouraged, the qualifications are recognised across Australia, everybody understands what each qualification name and level means and the qualifications are each standardized ensuring consistency for qualification accreditation and the registers of registered education and training providers and accredited courses provide assurance that courses and providers are approved by government.

Full information regarding the previous qualifications structures is available on the Australian Education International website (http://aei.gov.au/AEI/CEP/Australia/EducationSystem/default.htm).

### Quality assurance and accreditation

Since January 2012 the Tertiary Education Quality and Standards Agency (TEQSA) became operational as Australia’s new national quality assurance agency for the higher education sector. By doing so, it took over the role of the Australian Universities Quality Agency (AUQA). TEQSA registers institutions and accredits courses, using the Higher Education Standards Framework as a benchmark. The HESF consists of 5 different standards, i.e. provider standards, qualification standards, teaching and learning standards, research standards and information standards.

The National Register of TEQSA contains all accredited courses. See under Addresses.

It distinguishes between different kind of providers: Australian University, Australian University College, Australian University of Specialisation, Overseas University or Overseas University of Specialisation.
Once an institution has been recognized, it is registered as such by the Australian Qualifications Framework (AQF). The AQF distinguishes between institutions (mostly universities) that are self-accrediting, and those that fall under the category of non self-accrediting higher education institutions. Self-accrediting institutions may develop and provide their own programmes, and are themselves responsible for quality assurance. Part of this process is consultation with industry or professional bodies. Courses are usually reviewed for reaccreditation every 5 years. Self-accrediting institutions have to register with TEQSA and meet the requirements to be a self-accrediting institution.

The AQF website can be consulted to determine whether an institution or study program offered by a non self-accrediting institution is accredited. See under Addresses.

Since July 2011 the Australian Skills Quality Authority (ASQA) became the national vocational education and training regulatory authority. ASQA is responsible for regulating Registered Training Organisations (RTOs) in several Australian states (ACT, NSW, NT, SA, QLD and TAS) and offshore. See under Addresses.

TEQSA and AQSA both are also responsible for ensuring Australian institution's offshore operations comply with the national standards for quality assurance (transnational education).

Australia has no official ranking system.

### International treaties

Australia signed the Lisbon Convention in 2000, and ratified it in 2002.
Addresses

www.enic-naric.net/index.aspx?c=Australia
ENIC/NARIC website.

www.go8.edu.au/
Website of the Group of Eight.

General information on the Australian education system:

www.aqf.edu.au
Website of the Australian Qualifications Framework.

Website of AQF, with information on accredited courses.

www.teqsa.edu.au/
Website of the Tertiary Education Quality and Standards Agency (TEQSA).

National Register of TEQSA.

Website of the Australian Skills Quality Authority (ASQA).

AusLIST, searching tool for Australian courses offered through transnational education.

Website of Australian Education International (AEI).

Website of the Country Education Profile of the AEI.

‘Study in Australia’ website.

Information on secondary education and admission to higher education:

http://boardofstudies.nsw.edu.au
Website of the Board of Studies NSW (secondary education).

www.uac.edu.au/
Website of the NSW University Admission Centre (for New South Wales and the Australian Capital Territory).
www.qsa.qld.edu.au and http://qtac.edu.au
Websites of the Queensland Studies Authority and the Queensland Tertiary Admissions Centre.

Website of the Queensland Studies Authority with Information on Overall Positions at the end of secondary education.

www.ssabsa.sa.edu.au
Website of the South Australian Certificate of Education Board of South Australia.

www.tqa.tas.gov.au/
Website of the Tasmanian Qualifications Authority.

Websites of the Victorian Curriculum and Assessment Authority and the Victorian Tertiary Admission Centre.

www.curriculum.wa.edu.au and the www.tisc.edu.au
Websites of the Curriculum Council and the Tertiary Institutions Service Centre (Western Australia).

www.uac.edu.au
Website of the University Admissions Centre (Australian Capital Territory).

www.det.nt.gov.au/students/curriculum-ntbos/ntbos
Website of the Northern Territory Board of Studies.

http://acaca.bos.nsw.edu.au/
Website of the Australasian Curriculum, Assessment and Certification Authorities (ACACA), containing an overview of all secondary education certificates, admission requirements for higher education and other relevant information, including in New Zealand.

www.s-bb.nl
Website of SBB, the foundation for Co-operation on Vocational Education, Training and the Labour Market.
Diploma Supplement

The Australian Higher Education Graduation Statement (AHEGS) is the Australian equivalent of the European Diploma Supplement. It uses a standardized template, consisting of five sections: the Graduate, the Award, – the Awarding Institution, the Graduate’s Academic Achievements and a description of the Australian Higher Education System.


The Statement uses the AHEGS logo. The AHEGS is issued by Australian universities since around end 2010. At the website of Griffith University samples are shown of different AHEGSs (www.griffith.edu.au/graduations/graduation-documents2/ahegswithexamples).

Composition of file

The senior secondary school diplomas are issued per state by the competent authority:

- NSW: Board of Studies;
- VIC: Victorian Curriculum and Assessment Authority;
- SA: Senior Secondary Assessment Board of South Australia;
- QLD: Queensland Studies Authority;
- WA: Curriculum Council;
- ACT: ACT Board of Senior Secondary Studies;
- TAS: Tasmanian Qualifications Authority;
- NT: Board of Studies

In Australia higher education institutions commonly issue official transcripts. Besides the transcripts a diploma is issued by the institution.

Authenticity

At several universities it is possible to consult a register with the names of their graduates per year:

- www.graduation.mq.edu.au/gradregister.htm
  The Graduate Register van Macquarie University, with data going back to 1970.

- www.studentcentre.utas.edu.au/GraduationVerification/
  The Graduate Verification Service of the University of Tasmania with a database with data going back to 1900.
The University of Western Australia offers a database with data going back to 1917.

Curtin University of Technology offers the possibility to consult data from 1992 on.

Australian National University offers a database with data going back to 2002 (undergraduate and graduate, coursework and research).

Edith Cowan University offers a database with data going back to 1977.

Monash University offers a database with data going back to 1858.

University of Queensland verification database.

University of South Australia offers a database with data going back to 1991.

Deakin University offers a database with data going back to 2000.

Griffith University offers a database with data going back to 2002.

Murdoch University offers a database with data going back to 1976.

University of Western Australia Award Verification Service with data from 2003 onwards.
List of higher education institutions

A complete list of all 43 recognized, self-accrediting higher education institutions:

- Australian Catholic University
- Australian Film Television and Radio School
- Australian Maritime College (as of 2008 part of the University of Tasmania)
- Australian National University, The ***
- Batchelor Institute of Indigenous Tertiary Education
- Bond University
- Central Queensland University
- Charles Darwin University
- Charles Sturt University
- Curtin University of Technology
- Deakin University
- Edith Cowan University
- Flinders University of South Australia, The
- Griffith University
- James Cook University of North Queensland
- La Trobe University
- Macquarie University
- Melbourne College of Divinity
- Monash University ***
- Murdoch University
- Queensland University of Technology
- RMIT University
- Southern Cross University
- Swinburne University of Technology
- University of Adelaide, The ***
- University of Ballarat
- University of Canberra
- University of Melbourne, The ***
- University of New England, The
- University of New South Wales, The ***
- University of Newcastle, The
- University of Notre Dame, Australia, The
- University of Queensland, The ***
- University of South Australia
- University of Southern Queensland
- University of the Sunshine Coast

*** These institutions are part of the Group of Eight, ‘a coalition of leading Australian universities, intensive in research and comprehensive in general and professional education.’ More information is available on the Group of Eight website (see under Addresses).
• University of Sydney, The ***
• University of Tasmania (including the Australian Maritime College)
• University of Technology, Sydney
• University of Western Australia, The ***
• University of Western Sydney
• University of Wollongong
• Victoria University

www.aqf.edu.au
Website of the Australian Qualifications Framework, with a complete list of recognized, non self-accrediting higher education institutions. The institutions are ranked per state/territory under Register & Accreditation: AQF Register.
South Australian Certificate of Education – secondary education diploma

This is to certify that

Simon

has satisfied all the requirements of the

South Australian Certificate of Education

Registration No.
Date Issued  December 2004

This certificate is issued by the
Senior Secondary Assessment Board of South Australia
without alteration or erasure

J.V. Keightley
Chief Executive

This qualification is recognised within the Australian Qualifications Framework.
### Record of Achievement

This is to record that

**Simon**

has completed the following studies towards the South Australian Certificate of Education (SACE):

<table>
<thead>
<tr>
<th>Stage</th>
<th>Year</th>
<th>Code</th>
<th>Units</th>
<th>Subject</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2003</td>
<td>AUS</td>
<td>1</td>
<td>Australian Studies</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>BIO</td>
<td>2</td>
<td>Biology</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>BUS</td>
<td>1</td>
<td>Business Studies</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>RNG</td>
<td>2</td>
<td>English</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>ITT</td>
<td>2</td>
<td>Information Technology</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>MTH</td>
<td>1</td>
<td>Mathematics</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>MTH</td>
<td>1</td>
<td>Mathematics</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>Design and Technology</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>CTC</td>
<td>1</td>
<td>Construction Technology</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>1</td>
<td>2004</td>
<td>GME</td>
<td>1</td>
<td>German (continuing)</td>
<td>Satisfactory Achievement</td>
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<tr>
<td>2</td>
<td>2004</td>
<td>BIO</td>
<td>2</td>
<td>Biology</td>
<td>Low Achievement</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>CME</td>
<td>1</td>
<td>German (continuing)</td>
<td>Moderate Achievement</td>
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<tr>
<td>2</td>
<td></td>
<td>MSU</td>
<td>2</td>
<td>Mathematical Studies</td>
<td>Low Achievement</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>POE</td>
<td>2</td>
<td>Polish (continuing)</td>
<td>High Achievement</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>VAI</td>
<td>2</td>
<td>Work Education</td>
<td>Very High Achievement</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>Vocational Studies A</td>
<td>Very High Achievement</td>
</tr>
</tbody>
</table>

**Work-related Studies**

This student has completed the following learning experiences which qualify as work-related study:

- At least 1 unit of the subject Work Education, at either Stage 1 or Stage 2 level.
- A work experience placement equivalent to at least one week's full-time employment.

---

**SSABSA**

**SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA**

J. V. Keightley

Chief Executive

---

**SACE Completion Statement**

- Completed
- Completed
- Completed
- Completed

Issued without alteration or erasure.
Tertiary Entrance Statement

Simon

The Senior Secondary Assessment Board of South Australia (SSA) awards the South Australian Certificate of Education (SACE) to students who have successfully completed their secondary education in accordance with a prescribed pattern of studies. The SACE opens a number of tertiary entrance pathways both within Australia and internationally. Information relevant to these pathways is set out below.

University Entrance

To receive an offer of a place in a university course a school-leaver must qualify for the SACE with at least five Stage 2 subjects, fulfill the four Higher Education Selection Subject (HESS) requirements for the course, fulfill any prerequisite subject requirements for the course, and obtain a competitive Tertiary Entrance Rank (TER).

A scaling procedure determined by the universities and used to calculate the student’s tertiary entrance points for each Stage 2 subject. The university aggregate is then calculated by totaling the tertiary entrance points for the best four subjects (a maximum of 80 points) and adding half the tertiary entrance points for the fifth best subject (a maximum of 10 points). This results in a maximum university aggregate of 90 points.

Tertiary Entrance Points (Year: Subject Code: Points out of 20) University Aggregate
04 GNE 19.0 04 JOE 14.0 04 BIO 15.5 04 VA 11.5 04 MSU 9.0 62.50

Tertiary Entrance Rank

The Tertiary Entrance Rank (TER) is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. It is reported as a number between 0 and 99.95.

TAFE SA Entrance

TAFE SA selects students into its courses on merit which is determined by a range of criteria and selection methods. TAFE selection gives recognition to both academic performance and non-academic achievements and may involve interviews, presentation of a portfolio, audition, and/or completion of forms in order to collect more information.

Many TAFE courses include the use of a score, known as the TAFE score, based on performance in the SACE. The TAFE score is calculated by totaling the tertiary entrance points for the best three Stage 2 subjects, resulting in a maximum score of 60 points.

Tertiary Entrance Points (Year: Subject Code: Points out of 20) TAFE Score
04 GNE 19.0 04 JOE 14.0 04 BIO 15.5 46.5

Credit transfer into TAFE courses

SSA has negotiated a series of credit transfer arrangements between its accredited subjects and TAFE courses. The SSA subjects below may enable the student to gain advanced standing in certain TAFE courses.

Biology, German (continuous), Polish (continuous)

Issued without alteration or erasure
Offer of Admission SATEC

SOUTH AUSTRALIAN TERTIARY ADMISSIONS CENTRE
PO Box 2 Rundle Mail Adelaide SA 5000 Telephone: (08) 8224 4000 Fax: (08) 8224 4099

University Admissions

SATAC Number
Date of birth: 23/06/19.

Friday, 17 December 2004

Dear Mr. C.

Offer of Admission

Thank you for your application to study at the universities in South Australia.

I am pleased to inform you that you have been successful in your application to the course or courses listed below, and have been offered a place as an international student in them by the university or universities concerned:

You should now accept one of these offers.

SATAC code: [Redacted]
Bachelor of Arts
Flinders University. Campus Bedford Park, Adelaide
Duration three years
Commencement date 28/02/2005

SATAC code: [Redacted]
Bachelor of Arts
The University of Adelaide. Campus North Terrace
Duration 3 years full-time study
Commencement date 7/02/2005. Payment and response deadline 7/01/2005

Please note: acceptance of an offer is made directly to the university concerned, not SATAC.

Enclosed with this letter, you will find packages containing an Acceptance of Offer Information Sheet and an Acceptance of Offer form for the university or universities listed above, together with other materials. Having decided on the offer you wish to accept, you must:
- read carefully the information on the Acceptance of Offer Information Sheet and the Acceptance of Offer form for the university concerned;
- fill out and sign the Acceptance of Offer form for the university concerned;
- make payment of the required fees to that university according to the instructions on the form; and
### BOARD OF STUDIES

**Statement of Results**

Leading to the award of the Victorian Certificate of Education

---

**Miss E:**
PO Box 1743

---

**Student Number:** [Blank]

**Date:** 16/2/76

**Page:** 1 of 3

---

**EMILY LOUISE HAMILTON** has obtained results in the following units of study accredited by the Board of Studies:

<table>
<thead>
<tr>
<th>STUDY</th>
<th>Year</th>
<th>Unit</th>
<th>Result</th>
<th>CAT Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>1984</td>
<td>1/2</td>
<td>S.S</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>1984</td>
<td>1/2</td>
<td>S.S</td>
<td></td>
</tr>
<tr>
<td>T. Nomics</td>
<td>1984</td>
<td>1/2</td>
<td>S.S</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1984</td>
<td>1/2</td>
<td>S.S</td>
<td></td>
</tr>
<tr>
<td>Maths: General Mathematics</td>
<td>1994</td>
<td>1/2</td>
<td>S.S</td>
<td></td>
</tr>
<tr>
<td>Maths: Mathematical Methods</td>
<td>1994</td>
<td>1/2</td>
<td>S.S</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1994</td>
<td>3/4</td>
<td>S.S</td>
<td>A A A+</td>
</tr>
<tr>
<td>Accounting</td>
<td>1995</td>
<td>3/4</td>
<td>S.S</td>
<td>A+ A+ A+</td>
</tr>
<tr>
<td>Biology</td>
<td>1995</td>
<td>3/4</td>
<td>S.S</td>
<td>A+ A+ A+</td>
</tr>
<tr>
<td>Economics</td>
<td>1995</td>
<td>3/4</td>
<td>S.S</td>
<td>A+ A+ A+</td>
</tr>
<tr>
<td>English</td>
<td>1998</td>
<td>3/4</td>
<td>S.S</td>
<td>A+ A+ B</td>
</tr>
<tr>
<td>Maths: Mathematical Methods</td>
<td>1998</td>
<td>3/4</td>
<td>S.S</td>
<td>A A A</td>
</tr>
</tbody>
</table>

**END OF VCE RECORD**

---

This student has obtained results in the General Achievement Test in 1995.

---

**END OF GAT RECORD**

---

This student has satisfied the requirements for the award of the Victorian Certificate of Education.

---

**END OF STATEMENT**

---

**TOTAL NUMBER OF RESULTS: 34**

---

Chairperson

---

**3725/2/100684.1**
# Tertiary Entrance Rank

**Application number:** [Redacted]

**Name and address of applicants:** [Redacted]

**Application received:** 10th Dec. 1995

**Rank:** 96.35

**Studies have been drawn from the following years in calculating your TEB:** 1993, 1994.

---

**Current Preferences**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current Fiscal Year:** 1995

**Current Residence Status:** Resident

---

**Scanned from VTAC.** The applicant to please send their applications in an envelope with the [Redacted] and [Redacted].
Bachelor of Arts

The University of Melbourne

This is to certify that

Emily

was duly admitted to the degree of

Bachelor of Arts

in The University of Melbourne on

6 March 2002

[Signature]

Vice-Chancellor

[Signature]

University Secretary
Bachelor of Commerce

The University of Melbourne

This is to certify that

Emily

was duly admitted to the degree of

Bachelor of Commerce

in The University of Melbourne on

6 March 2002

[Signature]
Vice-Chancellor

[Signature]
University Secretary
## STATEMENT OF RESULTS

### Bachelor of Arts / Bachelor of Commerce – statement of results (page 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>106106</td>
<td>Introduction to Political Ideas</td>
<td>12.50</td>
<td>68</td>
<td>H3</td>
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<tr>
<td></td>
<td>191101</td>
<td>Perspectives on Crime</td>
<td>12.50</td>
<td>64</td>
<td>P</td>
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<tr>
<td></td>
<td>316102</td>
<td>Introductory Microeconomics</td>
<td>12.50</td>
<td>77</td>
<td>H2A</td>
</tr>
<tr>
<td></td>
<td>732103</td>
<td>Introduction to Business Law</td>
<td>12.50</td>
<td>62</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>165107</td>
<td>Politics of Media</td>
<td>12.50</td>
<td>71</td>
<td>H2B</td>
</tr>
<tr>
<td></td>
<td>306104</td>
<td>Accounting 1B</td>
<td>12.50</td>
<td>60</td>
<td>P</td>
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<tr>
<td></td>
<td>315101</td>
<td>Introductory Macroeconomics</td>
<td>12.50</td>
<td>62</td>
<td>P</td>
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<tr>
<td></td>
<td>315129</td>
<td>Business Statistics</td>
<td>12.50</td>
<td>68</td>
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### Bachelor of Arts / Bachelor of Commerce – statement of results (continued)

<table>
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<tr>
<th>Year</th>
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<th>Course Title</th>
<th>Points</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>131103</td>
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<td>12.50</td>
<td>62</td>
<td>P</td>
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<tr>
<td></td>
<td>131204</td>
<td>Australian Sporting Culture</td>
<td>15.70</td>
<td>62</td>
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<tr>
<td></td>
<td>166213</td>
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<td>15.70</td>
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<td></td>
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<td></td>
<td>166212</td>
<td>Western European Politics</td>
<td>15.70</td>
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<tr>
<td></td>
<td>166215</td>
<td>Chinese Politics &amp; Society</td>
<td>16.70</td>
<td>71</td>
<td>H2B</td>
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<tr>
<td></td>
<td>316201</td>
<td>Intermediate Macroeconomics</td>
<td>12.50</td>
<td>71</td>
<td>H2B</td>
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<tr>
<td></td>
<td>705203</td>
<td>Corporate Law</td>
<td>12.50</td>
<td>65</td>
<td>P</td>
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### Bachelor of Arts / Bachelor of Commerce – statement of results (continued)

<table>
<thead>
<tr>
<th>Year</th>
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<th>Course Title</th>
<th>Points</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
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<td>1998</td>
<td>116101</td>
<td>Introduction to French Part 1A</td>
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<tr>
<td></td>
<td>306202</td>
<td>Intermediate Financial Accounting</td>
<td>12.50</td>
<td>52</td>
<td>P</td>
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<tr>
<td></td>
<td>305205</td>
<td>Business Computing</td>
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<td>61</td>
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<tr>
<td></td>
<td>315206</td>
<td>Quantitative Methods 2</td>
<td>12.50</td>
<td>68</td>
<td>H1</td>
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<tr>
<td></td>
<td>165223</td>
<td>International Relations</td>
<td>16.70</td>
<td>66</td>
<td>P</td>
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<td></td>
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<td>P</td>
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<td>320101</td>
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<td>85</td>
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### Bachelor of Arts / Bachelor of Commerce – statement of results (continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>306203</td>
<td>Business Finance</td>
<td>12.50</td>
<td>65</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>306301</td>
<td>Financial Accounting</td>
<td>12.50</td>
<td>77</td>
<td>H2A</td>
</tr>
<tr>
<td></td>
<td>306302</td>
<td>Managerial Accounting</td>
<td>12.50</td>
<td>66</td>
<td>H3</td>
</tr>
<tr>
<td></td>
<td>186101</td>
<td>Australian Public Policy and Change</td>
<td>12.50</td>
<td>76</td>
<td>H2A</td>
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<tr>
<td></td>
<td>306304</td>
<td>Auditing</td>
<td>12.50</td>
<td>98</td>
<td>H3</td>
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<tr>
<td></td>
<td>732303</td>
<td>Taxation Law</td>
<td>12.50</td>
<td>58</td>
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Continued page 2...
# Bachelor of Arts / Bachelor of Commerce – statement of results (page 2)

## Statement of Results

<table>
<thead>
<tr>
<th>Student Number</th>
<th>01 Feb 2002</th>
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<tbody>
<tr>
<td>Ms Emily</td>
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### Courses Completed:

2000 Bachelor of Arts & Bachelor of Commerce

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Points</th>
<th>Mark</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>107018</td>
<td>Art History A: The Work of Art</td>
<td>12.50</td>
<td>069</td>
<td>H3</td>
</tr>
<tr>
<td>3253201</td>
<td>Organisational Behaviour</td>
<td>12.50</td>
<td>071</td>
<td>H2B</td>
</tr>
<tr>
<td>325211</td>
<td>Principles of Marketing</td>
<td>12.50</td>
<td>069</td>
<td>P</td>
</tr>
<tr>
<td>107018</td>
<td>Art History B: Artist &amp; Audience</td>
<td>12.50</td>
<td>070</td>
<td>H2B</td>
</tr>
<tr>
<td>107034</td>
<td>Postmodernism in Postwar Art &amp; Design</td>
<td>12.50</td>
<td>074</td>
<td>H2B</td>
</tr>
<tr>
<td>155024</td>
<td>International Gender Politics</td>
<td>12.50</td>
<td>074</td>
<td>H2B</td>
</tr>
<tr>
<td>306305</td>
<td>Corporate Finance</td>
<td>(12.50)</td>
<td>***</td>
<td>WD</td>
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</table>

2001 Bachelor of Arts & Bachelor of Commerce

<table>
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<th>Mark</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>131057</td>
<td>Twentieth-Century Britain</td>
<td>12.50</td>
<td>068</td>
<td>H3</td>
</tr>
<tr>
<td>106022</td>
<td>City Cultures: Urban Stories</td>
<td>12.50</td>
<td>067</td>
<td>H3</td>
</tr>
<tr>
<td>186030</td>
<td>Transitions in Central &amp; Eastern Europa</td>
<td>12.50</td>
<td>071</td>
<td>H2B</td>
</tr>
<tr>
<td>186032</td>
<td>Sexual Politics</td>
<td>12.50</td>
<td>076</td>
<td>H2A</td>
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<tr>
<td>186033</td>
<td>European Integration, Politics of the EU</td>
<td>12.50</td>
<td>056</td>
<td>HB</td>
</tr>
</tbody>
</table>

Course(s) Completed:

- Bachelor of Arts

- Bachelor of Commerce

End of Statement of Results

[Signature]

Lin Martin
Vice-Principal and Academic Registrar
Master of Economics of Development

THE AUSTRALIAN NATIONAL UNIVERSITY

Naam

AFTER DUE EXAMINATION FOLLOWING THE COMPLETION OF A COURSE OF STUDY APPROVED BY THE UNIVERSITY HAS BEEN ADMITTED TO THE DEGREE OF

Master of Economics of Development

GIVEN UNDER THE SEAL OF THE AUSTRALIAN NATIONAL UNIVERSITY
THE FIRST DAY OF OCTOBER 1999

Vice- Chancellor
Registrar
# Master – academic record

## Transcript of Academic Record

### Course Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>7820</td>
<td>Master of Economics of Development</td>
<td>68</td>
<td>PASS</td>
</tr>
<tr>
<td>1999</td>
<td>5903</td>
<td>Graduate Non-Award Examination</td>
<td>77</td>
<td>CREDIT</td>
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</tbody>
</table>

### Enrolment Details

#### Economics of Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>ECON9027</td>
<td>Graduate Mathematical Economics</td>
<td>68</td>
<td>PASS</td>
</tr>
<tr>
<td>1999</td>
<td>ECON9003</td>
<td>Quantitative International Economics</td>
<td>67</td>
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<tr>
<td>1999</td>
<td>ECON9014</td>
<td>Masters Microeconomics</td>
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<td>PASS</td>
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<tr>
<td>1999</td>
<td>ECON9005</td>
<td>Theory of Trade Policy</td>
<td>66</td>
<td>CREDIT</td>
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<tr>
<td>1999</td>
<td>ECON9006</td>
<td>Economic Models and Introductory Econometrics</td>
<td>64</td>
<td>CREDIT</td>
</tr>
<tr>
<td>1999</td>
<td>ECON9008</td>
<td>Macroeconomics of Development</td>
<td>62</td>
<td>PASS</td>
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<tr>
<td>1999</td>
<td>MGCM9001</td>
<td>Master Economic Development Research Essay</td>
<td>80</td>
<td>HIGH DISTINCTION</td>
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<tr>
<td>1999</td>
<td>MGCM9002</td>
<td>Managerial Decision Analysis</td>
<td>50</td>
<td>PASS</td>
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</table>

### Preparatory Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Session</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>1999</td>
<td>Summer</td>
<td>MGT5501</td>
<td>Preparatory Course: Economics of Development</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

Total number of units printed on academic transcript: 9

*Entries below this line are not valid.*

**Certified Correct**

(see reverse side for gradings)
Qualification Australia

Higher School Certificate

- senior general secondary education diploma
- grants access to all higher education programmes in Australia

This qualification is comparable to a HAVO or VWO diploma in the Netherlands, depending on the subjects taken and their difficulty.

NB: This information is a general recommendation from which no rights may be derived.
Qualification Australia

Bachelor’s degree

- first cycle higher education diploma
- grants access to master’s programmes in Australia
- usually has a nominal duration of 4 years

This qualification (AQF 7) is comparable to an HBO or WO bachelor’s degree in the Netherlands, depending on the type of study and specialization.

NB: This information is a general recommendation from which no rights may be derived.
Qualification Australia

Honours bachelor’s degree

- first cycle higher education diploma
- grants access to master’s programmes in Australia
- has a nominal duration of 1 year

This qualification (AQF 8) is in most cases comparable to a WO bachelor’s degree in the Netherlands.

NB: This information is a general recommendation from which no rights may be derived.
### Qualification Australia

#### Master's degree

- second cycle higher education diploma
- grants access to PhD programmes in Australia
- usually has a nominal duration of 2 years

This qualification (AQF 9) is comparable to a WO or HBO master’s degree in the Netherlands, depending on the specialization.

*NB: This information is a general recommendation from which no rights may be derived.*