

## The Graduate

|                   |                       |
|-------------------|-----------------------|
| <b>Name</b>       | <b>Student Number</b> |
| Himesh Kumar Ravi | 12879061              |

## The Award

**Name of Award**  
BACHELOR OF INFORMATION TECHNOLOGY  
majoring in Computing and Networking

### Detail

The Bachelor of Information Technology is an undergraduate degree consisting of 72 credit points, taught in English, which normally takes three years of full-time study or part-time equivalent. Admission is normally based on secondary and/or tertiary academic results. The course provides students with a fundamental grounding in information technology and requires them to undertake a major in a chosen area of specialisation. The Bachelor of Information Technology is located at Level 7 of the Australian Qualifications Framework.

## Awarding Institution

James Cook University is a research intensive education institution established by an Act of the Queensland Parliament in 1970 and is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. The University has a reputation for high quality education and world-class research, with a focus on providing leadership and innovation for the tropics. The University's Commonwealth Register of Institutions and Courses for Overseas Students number is 00117J. Further information about James Cook University can be found at [www.jcu.edu.au](http://www.jcu.edu.au)

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

**Date:** 1st September 2016



**Professor Sally Kift**  
Deputy Vice-Chancellor  
(Academic)



## Graduate's Academic Achievements

### BACHELOR OF INFORMATION TECHNOLOGY

Conferred 1st September 2016

#### Completed Subjects

|                            |        |                                             | CREDIT POINTS | GRADE |
|----------------------------|--------|---------------------------------------------|---------------|-------|
| <b>2013</b>                | BU1009 | Business Information Systems                | 3             | P     |
|                            | CP1005 | Business and IT Interface                   | 3             | P     |
|                            | CP1030 | IT Fundamentals                             | 3             | C     |
|                            | CP1200 | Introduction to Programming 1               | 3             | C     |
|                            | CP1300 | Introduction to Programming 2               | 3             | C     |
|                            | CP1500 | Conceptual Modelling                        | 3             | C     |
|                            | GU1010 | Effective Writing                           | 3             | C     |
|                            | MA1401 | Statistics and Data Analysis 1              | 3             | C     |
| <b>2014</b>                | CP2010 | Web Programming                             | 3             | C     |
|                            | CP3302 | Information Security                        | 3             | P     |
|                            | CP2013 | Software Engineering                        | 3             | C     |
|                            | CP2017 | Interactive e-Business                      | 3             | P     |
|                            | CP2402 | Hardware and Software Fundamentals          | 3             | P     |
|                            | CP3301 | Human Computer Interaction                  | 3             | C     |
| <b>2015</b>                | CP2011 | Advanced Programming                        | 3             | C     |
|                            | CP2012 | Networking                                  | 3             | P     |
|                            | CP3003 | Web Technologies                            | 3             | P     |
|                            | CP3311 | Simulation                                  | 3             | C     |
|                            | CP2405 | Collective Intelligence and Social Networks | 3             | D     |
|                            | CP3046 | Project Management 1                        | 3             | D     |
|                            | CP3300 | Knowledge Discovery and Data Mining         | 3             | C     |
| <b>2016</b>                | CP3047 | Project Management 2                        | 3             | D     |
|                            | CP3402 | Content Management Systems                  | 3             | D     |
|                            | CP3413 | Information Processing and Management       | 3             | P     |
| <b>Total Credit Points</b> |        |                                             | <b>72</b>     |       |

**Major:** Computing and Networking

#### Key to grading

The final pass grades for credit-based subjects are:

- HD Pass with High Distinction
- D Pass with Distinction
- C Pass with Credit
- P Pass
- PC Pass Conceded
- P- Pass Minus
- S Satisfactory (a passing level in an ungraded subject)

The final fail grades for credit-based subjects are:

- N Fail
- U Unsatisfactory (failed to reach a passing level in an ungraded subject)
- WF Fail (withdrew after the prescribed date for withdrawal without academic penalty)
- X Fail (did not sit for examination(s) or did not complete at least 80% of assessment requirements, or deferred exam not granted). Prior to 2008, this grade was also used



for subjects that were withdrawn after the academic penalty date.

## 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](http://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 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<br>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<br>Graduate Certificate<br>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.