

1. THE GRADUATE

Family Name	Student Name
Given Name/s	Student Name
Student Number	3123456

2. THE AWARD

Name of award
Associate Degree in Fashion Design and Technology

Details

This qualification, taught in English, normally takes two years of full-time study or the equivalent part-time study and is located at Level 6 of the Australian Qualifications Framework. Admission requirements are available in the University's handbook at www.rmit.edu.au/handbook.

3. AWARDING INSTITUTION

RMIT is a global university of technology and design. The Royal Melbourne Institute of Technology, more commonly known as RMIT University, was founded as the Working Men's College in 1887. RMIT is a university constituted under government legislation. RMIT is included on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. The University's Commonwealth Register of Institutions and Courses for Overseas Students number is 00122A. RMIT enjoys an international reputation for excellence in work-relevant education and engagement with the needs of industry and the community. Programs are taught at its campuses in Australia and Vietnam. The University also delivers RMIT award programs with partner institutions including Open Universities Australia. The strong professional and vocational orientation of RMIT's programs prepares graduates for employment and active participation in their communities.

For more information see www.rmit.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.

CERTIFIED

Date: 14 December 2017
Signature:

Signature

Connie Merlino
Academic Registrar

KEY TO GRADING

Grades denoting successful completion of a course

Mark range	Grade	Description	Contributes to GPA* score	Grade points
80 – 100	HD	High distinction	Yes	4
70 – 79	DI	Distinction	Yes	3
60 – 69	CR	Credit	Yes	2
50 – 59	PA	Pass	Yes	1
—	PX	Pass grade only — no higher result available	No	—
—	SP	Supplementary pass	Yes	1

Grades denoting credit transfer, recognition of prior learning and external study

Mark range	Grade	Description	Contributes to GPA* score	Grade points
—	AL	Assessed/recognised learning	No	—
—	EX	Exemption granted	No	—
—	BX	Block exemption granted	No	—
—	EPG	External pass grade	No	—
—	EFG	External fail grade	No	—
—	ECP	External compassionate pass	No	—
—	MX	Masters exemption granted	No	—

Grades denoting unsuccessful completion of a course

Mark range	Grade	Description	Contributes to GPA* score	Grade points
0 – 49	NN	Fail	Yes	0
—	NH	Fail due to a failure of a mandatory hurdle requirement	Yes	0

Interim (in-progress) grades

Mark range	Grade	Description	Contributes to GPA* score	Grade points
—	DEF	Deferred examination granted	No	—
—	EOT	Extension of time	No	—
—	EQV	Equivalent assessment granted	No	—
—	NEX	No assessment scheduled	No	—
—	RWI	Results withheld industrial	No	—
—	SUP	Supplementary assessment granted	No	—

Other grades

Mark range	Grade	Description	Contributes to GPA* score	Grade points
—	RSC	Remission (removal) of debt under special circumstances	No	—
—	WDR	Withdrawn from course	No	—

* Grade point average

Grade point average (GPA) is not calculated for vocational education courses and preparatory programs such as Foundation Studies which are assessed in accordance with competency based assessment principles without an approved grading system.

More information

Learn more about RMIT grading, including historic grades and how the University calculates grade point average (GPA) and weighted average mark (WAM) at www.rmit.edu.au/students/student-essentials/assessment-and-exams/results.

Please note: This grading is subject to change. For the latest information refer to the webpage listed above.

4. GRADUATE'S ACADEMIC ACHIEVEMENTS

Associate Degree in Fashion Design and Technology

Academic requirements for the program completed on 10 July 2017

The award was conferred on 13 December 2017

		Unit	Mark	Grade
2015				
GRAP2464	Fashion Knitwear	12	71	DI
GRAP2469	Fashion Design and Drawing	12	60	CR
GRAP2471	Design and Development 1	12	58	PA
GRAP2475	Knit Design and Development 2	12	54	PA
GRAP2477	Knit Pattern Technology 2	12	54	PA
GRAP2480	Knit Pattern Specifications	12	55	PA
GRAP2485	Pattern Technology 1	12	55	PA
GRAP2488	Knit Design Concepts	12	66	CR
Year GPA: 1.5				
2016				
GRAP2473	Industry Engagement	12	65	CR
GRAP2476	Knit Design and Development 3	12	73	DI
GRAP2479	Knit Production Planning	12	72	DI
GRAP2490	Knit Design Influences	12	73	DI
GRAP2618	Knit Pattern Technology 3	12	47	NN
GRAP2619	Pattern Technology 3	12	57	PA
Year GPA: 2.0				
2017				
GRAP2472	Design and Development 4	12	83	HD
GRAP2486	Pattern Technology 4	12	77	DI
GRAP2487	Professional Practice	12	74	DI
Year GPA: 3.3				
Cumulative GPA: 2.0				

End of academic achievements

5. DESCRIPTION OF THE AUSTRALIAN EDUCATION SYSTEM

Introduction

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

The Australian Qualifications Framework

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



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

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

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

Admission

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

Quality

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

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

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

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

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

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