

The Australian Higher Education Graduation Statement is provided by Australian higher education institutions to graduating students on completion of the requirements for a particular higher education award. It provides a description of the nature, level, context and status of studies that were pursued by the individual named. Its purpose is to assist in both national and international recognition of Australian qualifications and to promote international mobility and professional recognition of graduates.

## 1. The Graduate

**Family Name:** Kharisma  
**Given Name(s):** Vinda Anisa  
**Student Number:** 4973089

## 2. The Award

**Name of Award:**

**Bachelor of Business (Marketing)**

**Detail:**

The Bachelor of Business (Marketing) is an undergraduate program, taught in English and normally takes three years of full time study or part time equivalent. The course structure requires the successful completion of both compulsory and elective units. The Bachelor of Business (Marketing) is located at Level 7 of the Australian Qualifications Framework. Admission to the program is normally based on secondary and/or tertiary academic results.

## 3. Awarding Institution

Swinburne University of Technology is a public university established in 1992 under legislation passed by the Parliament of the State of Victoria.

For further information about Swinburne University of Technology visit [www.swinburne.edu.au](http://www.swinburne.edu.au).

## Conferral (Certification)

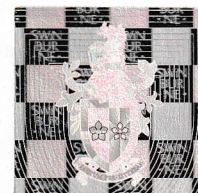
**Date:** 09-Dec-2016

**Signature:**

A handwritten signature in black ink, appearing to read "Emma Lincoln".

**Capacity:**

Emma Lincoln  
Registrar



## 4. Graduate's Academic Achievements

### Bachelor of Business (Marketing)

On 5 December 2016, Ms Vinda Anisa Kharisma successfully completed an approved course of study thus satisfying the requirements for admission to the degree of Bachelor of Business (Marketing).

Year	Unit	Unit Description	Grade	Mark
<b>2015</b>				
Semester 1				
	ACC10007	Financial Information for Decision Making	EXM	**
	COM10007	Professional Communication Practice	EXM	**
	ECO10002	Microeconomics	EXM	**
	FIN10002	Financial Statistics	EXM	**
	INF10003	Introduction to Business Information Systems	EXM	**
	LAW10004	Introduction to Business Law	EXM	**
	MGT10001	Introduction to Management	EXM	**
	MKT10007	Fundamentals of Marketing	EXM	**
	MKT20021	Integrated Marketing Communication	D	78
	MKT20023	Marketing Channel Design and Integration	D	73
	MKT20024	Product and Service Innovation Management	C	66
	MKT20025	Consumer Behaviour	C	66
Winter				
	ENT10001	Introduction to Entrepreneurship	D	74
	ENT30006	Managing and Developing a Small Business	D	73
Semester 2				
	MKT20019	Marketing Research	C	65
	MKT30015	Marketing and Communication Information and Decision Making	C	60
	MKT30016	Marketing Strategy and Planning	P	53
	MKT30017	Branding, Innovation and Design	D	70
<b>2016</b>				
Semester 1				
	BUS30010	Integrative Business Practice	D	78
	ENT10002	Introduction to Innovation	HD	81
	ENT30010	Contemporary Issues in Entrepreneurship and Innovation	D	70
Semester 2				
	BUS30009	Industry Consulting Project	HD	84
	MGT10002	Critical Thinking in Management	D	76
	ORG20003	Organisational Behaviour	C	64



## Key to Grading:

Graded Results	Prior to January 2014	From January 2014	Non-Graded Results
HD High Distinction	85-100%	80-100%	CON Continuing
D Distinction	75-84%	70-79%	SP Passed Supplementary
C Credit	65-74%	60-69%	SN Failed Supplementary
P Pass	50-64%	50-59%	WF Withdrawn Fail
CP Conceded Pass	45-49%	45-49%	SPX Special Examination
N Fail	0-49%	0-49%	SPC Special Consideration
			NA Fail - No Attempt
			DEF Deferred Assessment
			GNS Grade Not Submitted

Other results:	From January 2014
PO Pass Only Available Mark	50-100%
CX Completed - Externally Assessed	-
NX Not Completed - Externally Assessed	-
COMP Complete	-
NCOM Not Complete	-
#P Pass - Only Assessment Available	-
EXM Exempt or Advanced Standing	-
NLWD Not Pass Late Withdrawal	-
NWD Not Pass Late Withdrawal	-
WDFP Withdrawn Fee Payable	-
TRF Credit Transfer	-

## Higher Education Research

P	Pass
N	Fail
INCR	Continuing Research

## Honours Categories

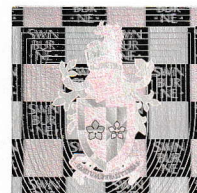
The following categories apply only to Honours programs (programs with Honours in the title). They do not apply to Engineering degrees. For information about the determination of honours levels for Engineering degrees, please contact studentHQ.

	From January 2014
H1 First Class Honours	80-100%
H2A Second Class Honours A	70-79%
H2B Second Class Honours B	60-69%
H3 Third Class Honours	50-59%
N Fail	-
NA Fail - No Attempt	-
DEF Deferred Assessment	-
GNS Grade Not Submitted	-

## More information

Swinburne result categories changed in 2014.

For more information about Swinburne's current and historical result categories and Grade Point Average (GPA) scale, visit [www.swinburne.edu.au/resultcategories](http://www.swinburne.edu.au/resultcategories).



## 5. Description of the Australian Higher Education System

### 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 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.

