CHARLES DARWIN UNIVERSITY

Australian Higher Education Graduation Statement

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.

THE GRADUATE

Name: Charanpal Singh .
Date of Birth: 4 March 1988
Student Number: 270594

THE AWARD

Master of Business Administration (Professional Practice)

This masters degree, taught in English, normally takes two years of full-time study or the equivalent part-time study. The minimum entry requirement for this course is successful completion of a recognised Bachelor degree, Graduate Certificate or Graduate Diploma or equivalent, such as professional qualifications. All applicants must have professional work experience. This course is located at Level 9 of the Australian Qualifications Framework.

Features

This course is designed to develop the key attributes and skills required by senior and middle managers in a range of business areas including commerce, industry and the public sector. Specialist electives enable participants to further develop knowledge and skills relevant to their professional interests. Students also complete either professional practice experience and/or research which provides the opportunity to apply theoretical understanding to the reality of the workplace.

Pathway to Further Study

Completion of a Master's by Coursework provides a pathway to Doctorate by Coursework qualifications.

CERTIFICATION

31 May 2017



Martin Carroll
Pro Vice-Chancellor
Education and Student Success

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AWARDING INSTITUTION

Charles Darwin University (CDU) is an institution based on firm foundations in the Northern Territory with a long history of delivering value through education in both Vocational Education and Training and Higher Education, research and community engagement to the Territory and the nation. The University is the largest public tertiary institution in the Northern Territory and was established by an Act of the Northern Territory Parliament in 2003. CDU is a member of the Innovative Research Universities (IRU). For further information please see the Charles Darwin University website: www.cdu.edu.au

GRADUATE'S ACADEMIC ACHIEVEMENTS

Master of Business Administration (Professional Practice) conferred on 31 May 2017.

MASTER OF BUSINESS ADMINISTRATION (PROFESSIONAL PRACTICE) (MBAP14)

		Grade	Credit Points
2014 - Semester 2			
PRBA007	Accounting for Managers	D	10
PRBE001	Economics for Managers	P	10
PRBM005	Managing Innovation	C	10
PRBM022	Organisational Behaviour	P	10
2015 - Semester 1			
PRBE002	Decision Making	P	10
PRBM009	International Business	P	10
PRBM021	Human Resource Management	P	10
PRBM033	Clients and Markets	P	10
2015 - Semester 2			
PRBM016	Cross Cultural Management	P	10
PRBM034	Operations Management	P	10
PRBR010	Business Research	P	10
2016 - Semester 1			
MAN508	Organisational Strategy and Leadership	P	10
WIB601	Professional Practice Experience #10	D	10
2016 - Semester 2			
WIB602	Professional Practice Experience #10	D	10
WIB603	Professional Practice Experience #20	D	20

Charles Darwin University Grading Schema

HD	High Distinction
D	Distinction
C	Credit
P	Pass
PU	Pas Ungraded
PC	Pass Conceded
PA	Professional Assessment
AC	Assessment Continuing
PO	Practicum On-Going
CRDT-TRANS	Credit Transfer
PR	Professional Recognition
SPEC	Special Examination Approved
SE	Supplementary Exam
F	Fail
NE	Not Examinable
W	Withdrawn
WW	Withdrawn w/out Academic Penalty
WF	Withdrawn Fail
NA	Not Available
DNS	Did not Submit

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.

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.

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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.

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