THE UNIVERSITY OF MELBOURNE

Australian® Higher Education Graduation Statement

1. The Graduate

Family Name: He
Given Name(s): Maolin
Student Number: 1350038

2. The Award

Name of Award:

Master of Information Technology (with Distinction)

Details:

The Master of Information Technology is a postgraduate degree typically consisting of 16 subjects, taught in English, normally taking two years of full-time study or part-time equivalent. It is located at Level 9 of the Australian Qualifications Framework. Admission is based on undergraduate results and requires a three-year bachelor degree. The degree structure requires the completion of at least 100 points of advanced subjects in one of five specialisations: Computing, Distributed Computing, Human-Computer Interaction, Artificial Intelligence, Cybersecurity, and Spatial.

Features:

Graduates have a specialisation in computing, distributed computing, human-computer interaction, artificial intelligence, cybersecurity, or spatial IT, as well as a solid foundation in programming, algorithms, complexity, network programming, and database systems, project management, and advanced information technology. Elective subjects are available in areas as diverse as bioinformatics, database systems, enterprise computing, geomatics, information systems, machine intelligence, programming languages, project and change management, security, and software engineering.

Pathway to further study:

Graduates may progress to a range of other graduate coursework programs, as well as research higher degree programs including the Doctor of Philosophy.

3. Awarding Institution

Established by an Act of the Victorian Parliament in 1853, the University of Melbourne is a public-spirited institution, excellent in research, learning and teaching, and external engagement.

For more information visit www.unimelb.edu.au.

Certification

Date: 31-October-2024
Signature:

Joanne Ligouris
Executive Director, Student and Scholarly Services and Academic Registrar

4. Graduate's Academic Achievements

Course Details:

Completion and Conferral Summary:

Master of Information Technology (with Distinction)
With specialisations in: Distributed Computing
Completed 20 Sep 2024. Conferred 31 Oct 2024.

Master of Information Technology

Year	Code	Title	Points	Mark	Grade
Advanced Standing Granted					
	COMP90007	Internet Technologies	12.50		
	COMP90038	Algorithms and Complexity	12.50		
	COMP90041	Programming and Software Development	12.50		
	INFO90002	Database Systems & Information Modelling	12.50		
Credit Granted for Studies at the University of Melbourne					
	COMP90015	Distributed Systems	12.50	085	H1
	COMP90042	Natural Language Processing	12.50	085	H1
	COMP90043	Cryptography and Security	12.50	078	H2A
	COMP90048	Declarative Programming	12.50	085	H1
	COMP90050	Advanced Database Systems	12.50	082	H1
	COMP90051	Statistical Machine Learning	12.50	077	H2A
	COMP90054	AI Planning for Autonomy	12.50	077	H2A
	GEOM90007	Information Visualisation	12.50	076	H2A
2024	COMP90005	Advanced Studies in Computing	12.50	081	H1
	COMP90044	Research Methods	12.50	082	H1
	COMP90055	Research Project	25.00	081	H1

Weighted Average Mark for this course 80.833

Additional course details, special achievements, recognition and prizes

Student Housing Bursary
Awarded 2024

Key to Grading:

The University of Melbourne's current Grading Scheme

The information provided in the table below was correct as of 21 November 2016. Any changes will be published on the University's Grading Scheme website at http://grading-schemes.unimelb.edu.au/.

Grade	Mark	Explanation
H1	80 - 100%	First Class Honours
H2A	75 - 79%	Second Class Honours Division A
H2B	70 - 74%	Second Class Honours Division B
H3	65 - 69%	Third Class Honours
P	50 - 64%	Pass
N	0 - 49%	Fail
NH	49%	Not completed/fail. Used when a student fails because they have not satisfactorily completed all prescribed (hurdle) requirements and would otherwise have passed the subject.
FL	-	Fail. Used for subjects marked on a pass/fail basis.
CMP	-	Completed. Only used for subjects marked on a pass/fail basis. CMP denotes that the subject was passed.
CNT	-	Continuing. Used for subjects that run over more than one teaching period where the subject has not been completed.
CTC	Refer to the explanation	Continuing - Completed. Used for each teaching period (except the final teaching period) where a student has been enrolled in and passed a continuing subject. When the subject is completed, for subjects that are not marked on a pass/fail basis, a mark (%) will also be recorded against each enrolment in the subject.
CNF	Refer to the explanation	Continuing - Fail. Used for each teaching period (except the final teaching period) where a student has been enrolled in and failed a continuing subject. When the subject is completed, for subjects that are not marked on a pass/fail basis, a mark (%) will also be recorded against each enrolment in the subject.
WD	-	Withdrawn from the subject after the date for making subject changes without penalty has passed.
NA	-	Not Assessed. Used for subjects that are non-assessable, such as Community Access Program audit studies.
GNS	-	Grade Not Submitted. Denotes that the assessment has not yet been finalised.
***	***	Denotes that a result is not applicable to the subject or that a result is unavailable.

Notes:
A. Successful completion of Honours courses usually requires a minimum grade of H3.
B. Previous University grading schemes can be accessed at http://grading-schemes.unimelb.edu.au/.
C. Grading schemes for institutions that have now become part of the University (amalgamated institutions), for example: Melbourne Education (including Melbourne Teacher's College and Hawthorn Institute of Education), the Victorian College of the Arts, the Victorian College of Agriculture and Horticulture and The University of Melbourne TAFE can be accessed at http://grading-schemes.unimelb.edu.au/.

5. 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 the Graduate Diploma.The Undergraduate Certificate, which was added to the AQF in 2020, is a higher education qualification that is not allocated to a single AQF level, but recognises completion of a short course, equivalent to half a year's study (0.5 Equivalent Full Time Study Load) toward an existing qualification at AQF level 5, 6 or 7.

Level	Qualification Type	Summary
-	Senior Secondary Certificate of Education	Graduates with this qualification will have knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life
Level 1	Certificate I	Graduates at this level will have knowledge and skills for inital work, community involvement and/or further learning
Level 2	Certificate II	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning
Level 3	Certificate III	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning
Level 4	Certificate IV	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
Level 5	Diploma	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Level 6	Advanced Diploma Associate Degree	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning
Level 7	Bachelor Degree	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning
Level 5-7	Undergraduate Certificate*	Graduates with this qualification will have foundational knowledge and skills for further study, professional upskilling, work and participation in lifelong learning
Level 8	Bachelor Honours Degree Graduate Certificate Graduate Diploma	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning
Level 9	Masters Degree	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning
Level 10	Doctoral Degree	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

* As at the publication of this document, the Undergraduate Certificate qualification type must not be conferred after 30 June 2025. Undergraduate Certificates that have been conferred prior to this date will continue to be recognised as valid AQF qualifications.

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 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 acheivement 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 institutions and monitor quality against standards. Its purpose is to protect student interests and the reputation of Australia's higher education sector through a proportionate, risk-reflective approach to quality assurance that supports diversity, innovation and excellence.

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 framework specifies the minimum standards that all higher education providers must meet and continue to meet in order to remain registered.

TEQSA also monitors provider risks and performance and identifies good practice to support continuous improvement within the sector, guide sectoral quality enhancement and inform policy and research.

The Higher Education Standards Panel, which is independent from TEQSA, is responsible for advising the Minister for Education and TEQSA on the development, monitoring and interpretation of the Higher Education Standards Framework.

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.