



The Graduate

FAMILY NAME: Chater
GIVEN NAME(s): Erica Sheila Mae
STUDENT NUMBER: 11784072

The Award

NAME OF AWARD:

Graduate Certificate in Information Studies

FEATURES:

The Graduate Certificate in Information Studies aims to equip graduates with the skills and knowledge to effectively function as information specialists in a variety of traditional and non-traditional settings. Graduates will be able to demonstrate a knowledge of the philosophy and trends in selected areas of librarianship and information science and apply the theories and principles upon which current practice is based in selected areas of professional activities in information agencies.

DETAILS:

The course is written and taught in English.

Normal duration of study: 0.5 year(s).

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 11 August 2023



Kyle Bryant
Director
Student Administration

Awarding Institution

Charles Sturt University (www.csu.edu.au) is a public university focused on excellence in education for the professions, quality research, and flexible delivery of learning and teaching. The University was established in 1989 by the Charles Sturt University Act of NSW Parliament, as an amalgamation of predecessor higher education and research institutions dating back to 1895. Charles Sturt University is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Education Providers (Provider ID: PRV12018). The University's Commonwealth Register of Institutions and Courses for Overseas Students provider number is: 00005F.





Academic Transcript

STUDENT NAME	Erica Sheila Mae Chater
STUDENT NUMBER	11784072
COURSE NUMBER	3310NS
AWARD TITLE	Graduate Certificate in Information Studies

SESSION	CODE	SUBJECT NAME	GRADE	POINTS
Subjects attempted in this course:				
202290	INF404	Foundations for Information Studies	CR	8
202290	INF435	Collections	CR	8
202330	INF406	Information Sources and Services	CR	8
202330	INF554	Metadata for Resource Discovery	CR	8

GRADE POINT AVERAGE: 5.00

KEY TO GRADING

HD - High Distinction	FL - Fail	Honours Grades
DI - Distinction	FNS - Fail Non-Submission	H1 - Class 1
CR - Credit	FW - Withdraw Fail	H2a - Class 2 Division 1
PS - Pass	IP - In-Progress (multi-session subject, initial session(s))	H2b - Class 2 Division 2
TCR - Transfer Credit	SY - Satisfactory (practical work subjects)	H3 - Class 3
PCR - Proficiency Credit	US - Unsatisfactory (practical work subjects)	

Grade Point Average (GPA): is awarded according to the following scale and averaged across the amount of subject points attempted. A numeric value is assigned to each grade: HD - 7, DI - 6, CR - 5, PS - 4, FL, FW & FNS - 0. Only subjects with these grades are included in this calculation.

$GPA = [(point\ value\ of\ subject) \times (numeric\ value\ of\ grade)] / (point\ value\ of\ subject).$

Erica Sheila Mae Chater, having satisfactorily completed all course requirements, qualified for the award Graduate Certificate in Information Studies, which was conferred on 11 August 2023.

To verify the authenticity of this document and/or confirm award achieved please access the following website:
<https://alumni.csu.edu.au/benefits/verify-qualifications>





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.

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. 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 initial 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	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning
Level 7	Associate Degree	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning
Level 5-7	Bachelor Degree	Graduates with this qualification will have foundational knowledge and skills for further study, professional upskilling, work and participation in lifelong learning
Level 8	Undergraduate Certificate*	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning
Level 9	Bachelor Honours Degree	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning
Level 10	Graduate Certificate	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
	Graduate Diploma	
	Masters Degree	
	Doctoral Degree	

* 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 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 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.

