



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	AHEGS
Given Name(s)	A Citizen
Student Number	1000000

2. The Award

Name of Award

Bachelor of Clinical Exercise Physiology

Detail

The Bachelor of Clinical Exercise Physiology is an undergraduate degree, taught in English and takes four years of full-time study or part-time equivalent. Admission is based on secondary/tertiary education academic achievement, however a range of alternative entry pathways is also available. The Bachelor of Clinical Exercise Physiology is located at Level 7 of the Australian Qualifications Framework.

Features

Graduates of this program had the opportunity to become eligible for accreditation by completing professional experience comprising supervised practice.

Professional Accreditation

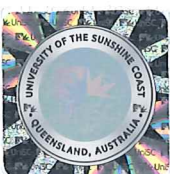
Bachelor of Clinical Exercise Physiology graduates are eligible for accreditation as accredited Exercise Physiologists with ESSA.

Certification

12 April 2023

Tony Reed

Academic Registrar and Director, Student
Services





Family Name **AHEGS**
Given Name(s) **A Citizen**
Student Number **1000000**

3. The Awarding Institution

The University of the Sunshine Coast, which opened in 1996 and with full university powers granted under the University of the Sunshine Coast Act 1998, is a public university, funded by the Australian Government and is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. It is the only greenfield public university to be established in Australia since the early 1970s. The University's Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) number is 01595D.

Further information is available from the University's web site at <http://www.usc.edu.au>

4. The Graduate's Academic Achievements

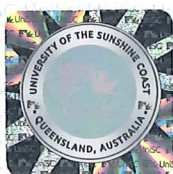
Program Details	Status	Date
BACHELOR OF CLINICAL EXERCISE PHYSIOLOGY PROGRAM LEVEL – UNDERGRADUATE	AWARDED	12 April 2023
	Grade	Unit Points
2019 Semester 1		
COR109	Communication and Thought	Distinction 12
HLT140	Think Health	Distinction 12
LFS100	Cell Biology	Distinction 12
PUB104	Introduction to Behavioural Health	High Distinction 12
2019 Semester 2		
LFS112	Human Physiology	Distinction 12
LFS122	Human Anatomy	Credit 12
SCI110	Science Research Methods	Distinction 12
SPX121	Exercise Prescription and Programming I	Distinction 12
2020 Semester 1		
HLT221	Human Pathophysiology	High Distinction 12
SPX201	Functional Anatomy	High Distinction 12
SPX203	Exercise Prescription and Programming II	Distinction 12
SPX221	Introduction to Sports Medicine	Pass in a limited grade course 12





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		Grade	Unit Points
2020 Semester 2			
SPX202	Biomechanics I	Distinction	12
SPX211	Exercise Physiology I	High Distinction	12
SPX222	Sport and Exercise Psychology	High Distinction	12
SPX231	Motor Control and Learning	Distinction	12
2021 Semester 1			
SPX300	Exercise Science Professional Practicum	Pass in a limited grade course	12
SPX306	Clinical Skills for Exercise Physiology	High Distinction	12
SPX322	Biomechanics II	Distinction	12
SPX331	Exercise Physiology II	Distinction	12
2021 Semester 2			
NUT203	Active Lifestyle Nutrition	High Distinction	12
PUB351	Health Promotion Implementation and Evaluation	Distinction	12
SPX301	Exercise in Cardiorespiratory and Metabolic Health	Distinction	12
SPX302	Exercise in Musculoskeletal Health	Pass in a limited grade course	12
2022 Session 1			
SPX411	Exercise in Musculoskeletal Rehabilitation	Pass in a limited grade course	12
2022 Semester 1			
SPX402	Clinical Exercise Physiology Professional Practicum I	Pass in a limited grade course	24
2022 Session 2			
SPX410	Exercise Management in Chronic Disease	Distinction	12
2022 Session 5			
SPX412	Exercise in Neurological Rehabilitation and Mental Health	High Distinction	12
SPX413	Case Management and Occupational Rehabilitation	Distinction	12
2022 Semester 2			
SPX403	Clinical Exercise Physiology Professional Practicum II	Pass in a limited grade course	24





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The Australian Higher Education Graduation Statement relates to study while enrolled in the program named above only. For a complete history of academic results achieved at the University of the Sunshine Coast, please see the graduate's Official Academic Record.

Key to Grading

Grade	Mark Range
High Distinction	A mark between 85% and 100%
Distinction	A mark between 75% and 84%
Credit	A mark between 65% and 74%
Pass	A mark between 50% and 64%
Pass in a Limited Grade Course	A satisfactory level of achievement has been obtained but it is not possible, or not relevant, to distinguish between levels of performance
Fail in a Limited Grade Course	A satisfactory level of achievement has not been obtained in a limited grade course
Marginal Fail	A mark between 47% and 49%
Fail	A mark between 0% and 46%
Fail (Absent)	A mark between 0% and 49% and no work submitted after census date for the teaching period
Terminating Pass	A mark between 45% and 49% and the final course required for completion of program

Information regarding the University's grading schema can be accessed at <http://www.usc.edu.au/policy> and is also printed on the Official Academic Record.

Special Achievements, Recognition and Prizes

- 2019 Gordon Malcolm Scholarship
- 2023 University Commendation for Academic Excellence





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 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 levels 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
	Associate Degree	
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	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning
	Graduate Certificate	
	Graduate Diploma	
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 issued 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.

