

1. The Graduate

Family Name:
Given Name(s):
Student Number:

2. The Award

Name of Award:

Master of Laws

Details:

The Master of Laws is a graduate coursework degree consisting of 100 points (typically eight subjects), taught in English, usually taking 12 months of full-time study or part-time equivalent. It is located at Level 9 of the Australian Qualifications Framework. Students completing the degree by coursework are required to complete eight coursework subjects chosen from the Melbourne Law masters program, or four coursework subjects and a minor thesis dissertation of between 20,000 and 35,000 words. Selection is based on a relevant tertiary degree.

Features:

This course provides graduates with advanced legal skills and cutting edge knowledge of legal developments in relevant specialty areas. Students can choose from over 160 subjects offered each year, across 23 different specialisation areas. The course has a strong international outlook and over half the subjects are international, transnational or comparative in character. The course offers a mentoring program to its full-time international students to link each student to a practitioner or other expert in their field of interest outside the Law School who can offer insight into practice in Australia and contribute to their network of contacts for the future.

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.

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.

Certification

Date: 03-September-2019

Signature:

4. Graduate's Academic Achievements

Course Details:

Completion and Conferral Summary:

Master of Laws
Completed 16 May 2019. Conferred 27 Jul 2019.

Master of Laws

Year	Code	Title	Points	Mark	Grade
2018	LAWS70111	Debt Capital Markets	12.50	081	H1
	LAWS70122	Investment, Regulation and Development	12.50	080	H1
	LAWS70206	Banking and Secured Finance	12.50	075	H2A
	LAWS70190	Corporate Governance & Directors' Duties	12.50	078	H2A
	LAWS70011	Commercial Applications of Equity	12.50	077	H2A
	LAWS90110	Regulation of FinTech	12.50	079	H2A
	LAWS70042	Company Takeovers	12.50	076	H2A
	LAWS70389	Global Commercial Contract Law	12.50	082	H1

Weighted Average Mark for this course 78.500

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:

- Successful completion of Honours courses usually requires a minimum grade of H3.
- Previous University grading schemes can be accessed at <http://grading-schemes.unimelb.edu.au/>.
- 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 award 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.

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 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.